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KEY and MANUAL
FOR
HOENSHEL'S COMPLETE GRAMMAR

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KEY AND MANUAL

FOR

HOENSHEL'S COMPLETE GRAMMAR.

BY

E. J. HOENSHEL, A.M.,

President of Kansas Normal College, Fort Scott, Kansas.

TOPEKA, KANSAS:
CRANE & COMPANY, PUBLISHERS.
1897.

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PREFACE.

My aim has been to make this book more than a key. I have not only analyzed or diagrammed the difficult sentences, explained the close constructions, and corrected the examples of false syntax, but I have inserted many hints for teachers. These hints are not collected in one place, but they are scattered here and there through the book wherever they seem to be suggested by the topic under consideration.

I have attempted to explain all the difficulties that are likely to come up in the recitation, but I am quite confident there will arise many perplexing questions that did not occur to me. If teachers finding these unexplained difficulties will address me, I shall be glad to aid them all I can.

Kansas Normal College, Fort Scott, Kansas,
October, 1897.

ENGLISH IN COMMON SCHOOLS.

PROBABLY no subject of the school curriculum has received more attention during the past two decades than the study of English. It has been discussed in all its phases from the primary school to the senior year of the great university, but it still lacks much of being settled. Close observers are still complaining that the results obtained are not commensurate with the time devoted to the subject. The English used by the average college student is still held up for ridicule by the press and the platform.

A short glance backwards may not be out of place.

Twenty-five years ago but little instruction in English was given to pupils in the common schools until they had reached the age of twelve or fifteen, at which time they began the study of technical grammar. Pupils were expected to commit all the definitions, rules, exceptions to the rules, and exceptions to the exceptions, but they were expected to write nothing at all, or, at most, but very little. It was generally believed that a pupil would use correct English when he could correct the examples of "false syntax," and could analyze and parse Pope's "Essay on Man," Milton's "Paradise Lost," or Pollok's "Course of Time." It is not necessary to say that this general belief did not prove true. The mental development and literary acumen to be derived from such a study of our language are valuable, but this course did not make good speakers and writers, because the pupils were not drilled in speaking and writing. As a natural conse-

quence there came a reaction. The refrain was heard all over the land, "The way to learn to write is to write."

In a short time the country was literally flooded with a mass of silly stuff that was poured out under the name of "*language lessons.*" Children were to learn to use correct English clearly and forcibly by imitation. Grammars were thrown away. Analysis and parsing were things of the past. The terms *noun*, *adjective*, *verb*, etc., were obsolete, and in their stead we have *name-words*, *quality-words*, *action-words*, etc. The innovation was heralded as the dawning of a new era in methods of teaching. Good results were obtained in the primary grades, and it was affirmed that this method would be followed by results equally good through all the grades, and even through the high school. But before many of these classes had entered the high school, and before any of them had graduated, it was discovered that their knowledge of English rested on a sandy foundation, or rather on no foundation at all. There was neither mental development nor basic knowledge. The pupils could give no reason why one expression is correct and another is incorrect. The old method was all theory and no practice. The new was all practice and no theory.

Again there came a reaction. Gradually technical grammars, many of them no improvement on the old, were put back into the upper grades of the schools, but as a rule language lessons kept their place in the lower grades, and are still to be found there. This method is better than either of the two former ones, but the mistake of keeping theory and practice separate is still made. In some grades it is all imitation and practice, and in other grades it is all definitions and theory.

The only method that rests on a sound pedagogical basis is that theory and practice should go hand in hand

through the entire school curriculum. The work should begin with language lessons, but technical terms and definitions should be introduced very early. A child can use and comprehend the term *noun* as easily as he can the term *name-word*. Practice work should be connected with the introduction of each new subject and definition, and should be continued while studying technical grammar, rhetoric, and literature. When this course is followed, and not till then, our pupils will form the habit of using good English in a clear and forcible manner.

Correct oral and written expression must be a habit, or the pupil will always be hampered in the practice of composition. The ability to write properly on a special occasion is one thing, the habit of writing properly is another. There must be practice sufficient to form this habit, and it ought to be formed early. If in every lesson in which answers composed of complete sentences are desirable the teacher will require the answers in complete sentences, the habit will soon take care of itself.

Habits in written work are acquired just as certainly but more slowly. Every statement written on slate or paper should be correct as to arrangement, spelling, capitals, and punctuation. All the pupil's written work should be examined by the teacher. A child never learns to make good sentences by using careless English which the teacher accepts without protest. In this way he not only fails to form good habits, but he succeeds in forming bad ones. A child whose work is seldom examined and never corrected will not form the habit of using good English.

The mistake is often made of attempting connected discourse too early. The sentence habit should be well established before much attention is paid to composition writing. And when composition writing is begun, the

child should not work by himself at the first trial. The first few compositions should be made class exercises, in which the teacher should guide the thought, leading the pupils to see first the main divisions of the subject, and then the subdivisions. Each pupil should express himself on each topic of the outline, the teacher rejecting all ambiguous and inaccurate expressions, and writing on the board those sentences excelling in conciseness, vividness, and beauty. After a lesson or two of this kind on any interesting subject, the pupils will write much better than if this preparatory work had not been done.

Sometimes the mistake is made of having too much written work. There should be a minimum, but it should be chosen with a purpose. Too much writing will produce carelessness. The quality, not the quantity, should be the object of commendation.

A good vocabulary and a thorough acquaintance with its use are essential to good conversation and writing, but they are not the only essentials. Clear expression is dependent on clear thinking. Words without ideas are dead. But the effort to express thought to others in a clear and forcible manner reacts upon thinking and makes it more discriminating. Careful composition increases the power of expression, incites the imagination to greater activity, and develops an appreciation of literature.

Before good composition work, such as we should expect from pupils of the upper grades or of the high school, must come wide and intelligent reading. Generally, the well-read person is the good speaker and writer. He has something to speak and write about. He has unconsciously added largely to his vocabulary, and has appropriated suitable expressions for his thought.

The study of English, then, should begin with sentence-

making, oral and written; and this should be continued until correct sentence-making is a habit. Then familiar subjects should be studied as a class exercise in which a clear and logical outline is made, and appropriate sentences given under each head. These sentences should then be arranged and combined by the pupils. After a few compositions have been prepared in this way, the pupils can make their own outlines.

In all grades above the third or fourth, pupils should be encouraged to read good books, and to tell or write the main facts of what they have read. In the higher grades, a book can be taken as the subject for a more extended essay.

In all this work the productions of the pupils should be carefully examined and criticised by the teacher.

Technical grammar should be introduced gradually early in the course, and should be continued at least until the pupil enters the high school. Here, the study of rhetoric may take its place.

If the teacher will conscientiously follow some such plan as here outlined, he will surely secure good results. Of course, not every one can command the rhythm of the great masters of human speech, but every one can make reasonably sure that he knows what he means, and that he has found the right word to express what he means.

PART ONE.

THE work in this part of the grammar is adapted to the lowest grade that should use a text-book in the study of English, so that no preceding book is necessary. For country schools, and for the schools of the smaller towns and villages, the "Complete Grammar" will furnish a complete course in language lessons and grammar. The grammar is also adapted to the needs of the larger graded schools, but not a sufficient amount of work is furnished to occupy the time usually given to this study in such schools. If the teacher will furnish additional work along the same lines as that given in PARTS ONE and TWO, the book will meet all the requirements of the largest schools.

LESSON IV.

Paragraph 3.—Notice that there will be three statements here: one about a ***tree,*** one about a ***book,*** and one about ***boys.***

Paragraph 4.—Five statements are required here.

Paragraph 6.—This paragraph means the same as if it were written—

1. Use the word *I,* and make a statement telling three things you saw on your way to school.

2. Use the word *I,* and make a statement telling three things you like to do.

LESSON V.

In writing the statements for paragraph 1, try to have variety. Encourage the pupils in their efforts to select

subjects different from those selected by the other members of the class. Try to avoid sameness in all written work done by the pupils.

When the sentences are read in the class, there will doubtless be some discussion in regard to the truth of some of them. For example, for the third sentence, some one might write "A squirrel eats nuts," but probably not all the members of the class would agree that squirrels burrow in the ground.

LESSON VI.

Paragraphs 3 and 4.—In changing the verbs as required, it will be noticed that the nouns must be changed also. This will prove a profitable exercise.

LESSON VIII.

Paragraph 4.—Three statements are required for each partial sentence given, but the three should be unlike except in the part given in the book. "A tall tree is in the forest." "A tall tree was blown down by the storm." "A tall tree has been cut on the top of the hill."

LESSON XII.

Before having the pupils write this essay, the statements should be developed by conversation about dogs. It will not be difficult to find material sufficient for quite an essay. In combining the statements, the order of the outline in the book should be followed.

Very likely some true statement will be given that does not belong to any subdivision of the given outline. In that case, a new subdivision should be added.

The suggestions just given should be followed in all the essay-writing done by pupils while studying PART ONE.

LESSON XV.

Paragraph 4.—In the second and fourth sentences, some authors would omit the comma after the words ***Mary*** and ***corn.*** Both methods have the sanction of good authority, but I believe the majority of modern authors follow the punctuation given in the book.

LESSON XVI.

The sentences written by the pupils in this lesson will show much variety, but that is what we want. They will select the words they understand, and these are just the words they should know how to spell. Watch the spelling carefully.

LESSON XVIII.

In paragraphs 2 and 3 do not use the same verb or noun twice.

LESSON XXVII.

In paragraphs 1 and 2 do not use the same noun twice, and in paragraph 3 do not use the same adjective twice. Doubtless the pupils will have some difficulty in selecting twenty-four different adjectives, but let them think. In all the lessons, the aim was to select exercises that require more than "finger work." Thinking and doing should go hand in hand. If you follow the exercises and the suggestions given, your pupils will not form the habit of using a few pet words on every occasion.

Watch the punctuation. The important principles of punctuation are so easily learned that there is no excuse for the poor punctuation now found in the work of many teachers and pupils.

LESSON XXVIII.

Besides the drill on the use of the terms ***subject*** and ***predicate,*** this lesson furnishes good exercises for punctuation and for increasing the vocabulary.

LESSON XXX.

Paragraph 3.—Use eleven different verbs—one for each object.

Paragraph 4.—Use twenty different nouns as objects.

LESSON XXXVII.

Notice the definition for a phrase. Many have the idea that a phrase is a preposition with its object. This idea is not broad enough. A preposition with its object is a phrase, but there are other phrases. In the examples given under paragraph 2, numbers 1, 2, 5, 6, and 8 are phrases.

LESSON XXXVIII.

These two paragraphs are worthy of careful study and practice. The pupils should write the best sentences they can. In paragraph 2, they should add as many modifiers as they can well join to the sentence. The modifiers might be added gradually; that is, the sentences might be written first with one or two modifiers, then with three, then with four, and so on.

LESSON XLVI.

Always have pupils analyze before diagramming. They should not ask "Where shall I put this word?" but rather "What is the office of this word in the sentence?" Diagramming is an aid in analysis, but it is only an aid —not a substitute.

PART TWO.

ALTHOUGH a few technical terms were introduced into PART ONE, PART TWO may be considered the beginning of technical grammar.

Many grammars give a full treatment of each part of speech the first time it is mentioned, but in this book each part of speech is discussed at least three times, each discussion going deeper than the preceding.

Do not omit any of the written work called for. You will even find that additional written work will be profitable. Select some familiar object, and have pupils write about it, first developing statements as suggested in PART ONE. The teacher should first prepare an outline, and have the statements given in the order of the outline. After several essays have been prepared, the statements can be given first, and then arranged according to the pupil's idea of the outline.

LESSON I.

The only difficulty pupils will have in this lesson will be to comprehend the idea of an abstract noun. Compare such nouns as *tree, height; snow, whiteness; horse, strength; elephant, size.*

Paragraph 6.—In the first sentence, *o'clock* can be expanded into *of the clock*, a phrase modifying *ten.* This will make *ten* a noun, meaning a certain time.

LESSON II.

Paragraph 7.—1, swarm; 2, company; 3, crew; 4, herd; 5, school; 6, pack; 7, flock; 8, gang or pack. These are all collective nouns.

LESSON III.

Some authors do not give a common gender, and some do not give a neuter, but the classification given in the book is the one in general use.

LESSON IV.

Paragraph 7.

2. Henry, you are late.

5. I, William McKinley, do issue this proclamation.

Although they know nothing about nominative by direct address or nominative by apposition, pupils will understand that these two sentences fill the requirements.

LESSON V.

Drill on forming the plural of words ending in *y*.

Have the pupils remember that the apostrophe is not used in forming the plural. You will often find such expressions as "The boy's are playing ball."

LESSON IX.

Paragraph 3 should be developed from an examination of the sentences in paragraph 2.

Some old authors say that singulars ending in *s* add the apostrophe only, but this is not in accordance with the best modern usage. Modern writers say "John Adams's administration," but some earlier writers would have said "John Adams' administration."

LESSON XII.

Paragraph 1.—This calls for subordinate classes. Under ***books*** we may have ***readers, spellers,*** etc.; under ***flower*** we may have ***rose, lily,*** etc.

LESSON XIV.

Use both oral and written parsing. In oral parsing, usually have individual work, but for a change, you will find concert parsing quite profitable.

LESSON XV.

Before attempting to write this essay pupils should have a clear outline in mind, and then should treat the subject in the order given in the book; that is, classification should be given before properties, and each property should be named and defined before its subdivisions are given.

LESSON XVI.

Paragraph 3.—Notice that the definition is not "one that stands for persons." ***It*** is a personal pronoun, but it seldom represents persons. ***Who*** nearly always represents persons, but it is not a personal pronoun.

Paragraph 4.—The forms ***mine, thine, hers, ours, yours,*** and ***theirs*** are called possessive pronouns by some authors. This is explained on page 248 of the grammar.

Paragraph 8.—Adjective pronouns are sometimes called pronominal adjectives.

LESSON XVII.

Paragraph 2.—This is not a technical definition, but it is all right for this place. (See paragraph 5, page 157.)

LESSON XVIII.

Paragraph 2.—See that your pupils do not get the idea that pronouns agree with their antecedents in case.

LESSON XXI.

Paragraph 1.—*I, we, thou, you, ye, he, she, it, they.*

LESSON XXII.

Paragraph 2.

1. "What is so rare as a day in June?" asks Lowell.

4. How manifold are thy works, O Lord!

9. Will you tell me, mother, where the birds are going?

12. "Where are you going, my little man?" said the gentleman.

LESSON XXVII.

Paragraph 1.—Notice the verb that follows *who* in the first three sentences before filling the blanks. The first sentence will require *he* or *she;* the second, *we, you* or *they;* the third, *he* or *she;* the fifth, *I;* the sixth, *he* or *she;* the eighth, *he* or *she.*

Paragraph 2.—Of sense, in mathematics, of grass, of or from Spain, of courage.

Paragraph 3.—More than one phrase can be added to each sentence.

LESSON XXVIII.

Paragraph 4.—Teachers will readily see that a formal definition of the participle can not well be given at this time, but the idea of the participle must be developed before the definitions for regular and irregular verbs can be given.

Paragraph 7.—Notice this definition carefully. In forming the past tense of *hope,* for instance, final *e* is dropped before adding *ed.* This is in accordance with

the rule of spelling given in paragraph 8, page 99. In forming the past tense of ***hop,*** another ***p*** is added before adding ***ed.*** (See paragraph 7, page 99.)

LESSON XXIX.

Besides the classes ***transitive*** and ***intransitive,*** some authors give a third, ***copulative***. This is hardly correct, because all copulative verbs are intransitive. Copulative, if used at all, should designate a class of verbs subordinate to intransitive, not coordinate with it.

LESSON XXX.

Have the definitions in paragraphs 2, 3, and 4 committed just as given. The reason will be found in PART THREE.

Paragraph 5.—The verbs in the second, fourth, fifth, seventh, ninth, twelfth, and thirteenth are passive.

LESSON XXXI.

Paragraph 2.—Have this definition committed just as given. The reason will appear later.

Paragraph 5.—Notice carefully the sign words of the potential mode. Commit them in the order given.

LESSON XXXII.

Paragraph 1.—In the twelfth sentence, ***had known*** is in the indicative mode. No subjunctives will be found in PART TWO.

Paragraph 2.—The verbs in the fourth, seventh, and tenth sentences are in the passive voice.

LESSON XXXIII.

Paragraph 1.—Notice this definition carefully, and have it committed just as given.

Paragraph 8.—Drill on these verbs and others that may be selected until the pupils can name the tenses of the indicative mode without hesitation. They will have no serious trouble in doing this if they carefully study the definitions for the tenses, and the sign words given after some of them. In the indicative mode, ***tense*** means ***time.***

Of the verbs given in this paragraph, those derived from ***tear*** are passive.

LESSON XXXIV.

Paragraph 1.—Since in the potential mode tense does not often mean time, the best way for pupils to learn to distinguish the different tenses is to commit the sign words given in the introduction to this lesson. Drill on these verbs and other verbs of the potential mode until your pupils can readily distinguish the tenses.

LESSON XXXV.

Paragraph 7.—Watch that your pupils do not call ***to*** followed by a noun an infinitive. Some advanced pupils have been known to call ***to school*** an infinitive.

LESSON XXXVI.

Paragraph 1.—In sentences 2, 5, 6, 9, and 11 the verbs are transitive, because they are in the passive voice.

LESSON XXXVII.

All the verbs are active except those in sentences 5, 13, 16, 17, and 18. In the fourteenth, the object of ***said*** is the clause, "I can't get out."

LESSON XLII.

Paragraph 3.—***Well*** and ***early.*** 1. He is well. 2. The orator spoke well. 3. The early train was late. 4. The farmer rises early.

LESSON XLV.

Paragraph 3.—When ***there*** introduces a sentence the subject follows the verb. This causes many to think that ***there*** is the subject. A certain institute instructor in Kansas once taught his class that ***there,*** when so used, is the subject. In such sentences as "The Sadducees believed that there is no resurrection," it is quite common to call ***there*** the subject. See that your pupils do not make this mistake.

Paragraph 7.—There were once several persons living there, but I have forgotten their names.

Paragraph 8.—These blanks will be filled easily if the word ***there*** is omitted and the subject placed before the predicate; as, "Flowers are in the garden." "An apple and a peach are in the basket."

LESSONS XLVIII AND XLIX.

In analyzing these sentences use the model given in paragraph 3 of the preceding lesson.

LESSON LI.

Sentence 14.—Alas! How many brave soldiers and sailors have lost their lives in useless wars.

PART THREE.

We are now ready for a thorough study of the sentence and parts of speech. Classifications and definitions will now be given without much development work.

If the pupil has taken the preceding work in the grammar, and is compelled to leave school before taking Part Three, he has a fair knowledge of all the subjects properly belonging to grammar, and has had practice sufficient to enable him to use the proper punctuation marks and capital letters in anything he may be called upon to write. He also has a larger vocabulary and he should be a better speller than is usually the case with pupils of this grade.

As the subject of grammar is usually presented, a pupil compelled to leave school at this stage would know considerable about some parts of grammar, but he would know nothing about other parts equally important. It is not difficult to decide which is the better plan.

A considerable portion of the work in Part Three is a review of what has been given in Part Two, but the time given to the review work will not be wasted. Pupils will get broader and deeper views of every subject.

LESSON I.

Paragraph 13.—Use both methods of naming clauses: principal and subordinate, independent and dependent. One method is as good as the other, and pupils should be familiar with both.

LESSON II.

Paragraph 2.—In addition to the statement in the note following this paragraph, it is also true that a relative

pronoun is always in an adjective clause. This is true because the clause always modifies the antecedent of the relative, and the antecedent is always a noun or something used as a noun. We might say that the antecedent is always a substantive. (A substantive is a noun, pronoun, or any word, phrase, or clause used as a noun.)

I am aware that some claim that a relative sometimes introduces a clause coordinate with the one containing the antecedent, the two clauses thus forming a compound sentence. Surely if this is ever the case, the distinction is so fine and the examples are so rare that the statement should be omitted from the ordinary text-book and from the questions placed before those taking the examination for a county certificate. I still think it is much better to say that a relative is always in the dependent, adjective clause of a complex sentence.

Paragraph 6.

4. ***That*** is the object of the verb ***sets.***

5. ***That*** is the object of ***caught.***

7. I declare him unto you, whom ye ignorantly worship. ***Whom*** is the object of worship.

LESSON III.

Paragraph 2.—In the second and the third sentence the principal clauses are placed after the subordinate clauses, but in analyzing they should be placed first. When the subordinate clause precedes the principal clause, the antecedent will be in the subordinate clause and the pronoun will be in the principal clause. This is true because no one in speaking or writing will use a pronoun until after he has used the antecedent.

The correct form of the second, for instance, in analyzing or diagramming is "He gave me a book when my

friend was here." This may seem awkward, but it is correct. Because it is awkward, some prefer to say "My friend gave me a book when he was here." This exchanging of subjects should not be permitted.

A dependent clause introduced by ***though*** or ***although*** is nearly always (probably always) a clause of concession. In such a clause something is said or granted that seems out of harmony with what is said in the principal clause. We would not expect a man to die poor who had discovered a new world.

Clauses introduced by ***if, unless, except,*** etc., are generally conditional clauses.

Paragraph 5.—This is quite difficult. It is easy to write a sentence containing an adverb of manner, but adverb clauses of manner are rare. Here is one: He speaks as he thinks. ***As he thinks*** tells how he speaks. Try to give other examples.

LESSON V.

Paragraph 2.

1. "That all men are created equal" is a noun clause, object of ***learn.*** ***Equal*** is an adjective in predicate with ***are created.***

2. "That the Northmen discovered America" is a noun clause, nominative in predicate with ***is.***

3. "That Hannibal was a brave general" is a noun clause, subject of ***is disputed.***

4. "A rolling stone gathers no moss" is a noun clause, object of ***says.***

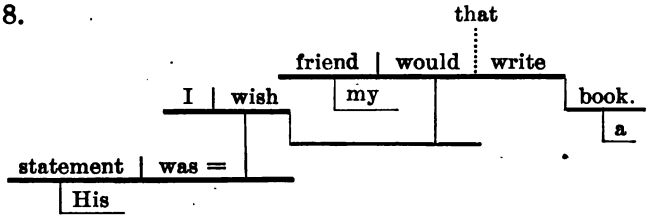
5. "That there is no resurrection" is a noun clause, object of ***believed.***

6. "I am not guilty" is a noun clause, nominative in predicate with ***was.***

LESSON VI.

Do not supply *it* in such sentences as the sixth. The noun clause is the subject.

8.



9. "Why I inverted the divisor" is the object of *asked.*

10. "I found them here yesterday" is the object of *said.*

LESSON VIII.

Paragraph 10.

1. *Having been conquered* is a participial, adjective phrase, modifying *Napoleon.*

2. *Standing on the hill* is a participial, adjective phrase, modifying *stack. On the hill* is a prepositional, adverb phrase, modifying *standing.*

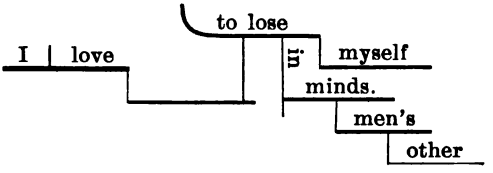
3. *To ask aid for the colonies* is an infinitive, adverb phrase, modifying *sent. For the colonies* may be considered an adverb phrase, modifying *ask,* or an adjective phrase, modifying *aid.*

4. *To learn to sing* is an infinitive, noun phrase, object of wished. *To sing* is an infinitive, noun phrase, object of *to learn.*

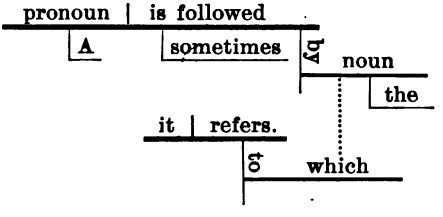
6. Both infinitives are noun phrases, in the nominative case, one being the subject, the other predicate nominative.

LESSON IX.

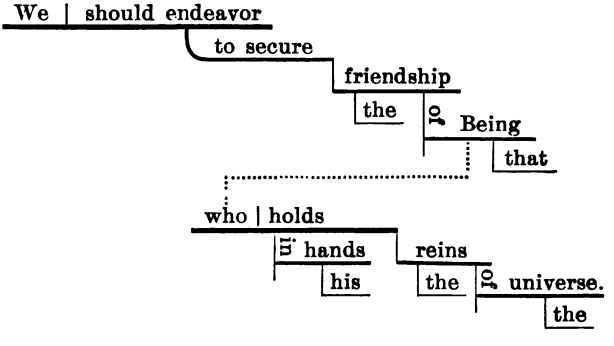
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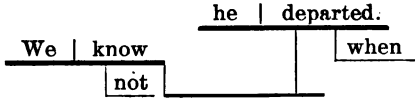
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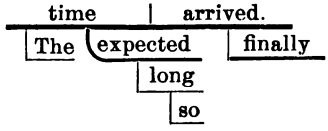
Some would probably call *endeavor* a transitive verb and diagram *to secure* as its object, but as *endeavor* and *strive* will not take a noun or pronoun for their object, I prefer to call them intransitive when followed by an infinitive. Besides, it is difficult to make these verbs passive. *Attempt* and *try* can be made passive, and will take a noun or pronoun for their object. They are transitive verbs.

6. ***To go*** modifies ***anxious.*** ***Anxious*** is an adjective.

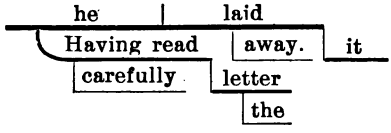
7.



9.



10.



LESSON XI.

Paragraph 18.—The plural of ***colloquy*** is ***colloquies,*** because ***u*** in this word is a consonant. ***U*** is a consonant when it has the consonant sound of ***w,*** and it always has this sound after ***q,*** as in ***quite, acquit, equip,*** etc.

Paragraph 19.—Some writers use ***mathematics*** as plural when they have reference to its different branches.

Paragraph 22.—***Cattle*** has no singular.

LESSON XII.

Paragraph 6.—Some authors object to this rule and prefer to parse these nouns as the object of a preposition understood. Quite frequently a preposition can easily be supplied, but sometimes such insertion makes a very cumbersome expression. If we supply a preposition in the first sentence under this paragraph we shall have something like this: "The mountain is high to the ex-

tent of three miles," a sentence not to be commended for its simplicity. If we supply, ***miles*** is the object of the compound preposition, ***to the extent of.*** I much prefer the rule as stated in the book.

In the third sentence, ***worth*** is an adjective.

Paragraph 8.—This is an important statement, and a similar one is contained in nearly all of our English grammars and in all classic grammars. Reed & Kellogg's grammar is the only one I think of now that makes no mention of the objective subject of the infinitive.

Paragraph 10.—A noun or pronoun following an intransitive verb and meaning the same person or thing as the subject will be in the same case as the subject. (Paragraph 1, page 239.) When the subject is in the objective case, the attribute (predicate) noun or pronoun will be in the objective case. In "I want to be a merchant," ***merchant*** is in the nominative case to agree with ***I;*** but in "I want Henry to be a merchant," ***merchant*** is in the objective case to agree with ***Henry,*** the objective subject of ***to be.***

There will be no objective attribute unless the verb is intransitive, or transitive in the passive voice.

1. His friends wished him to become a minister.

2. His friends wished him to be chosen umpire.

Minister and ***umpire*** are objective attributes.

3. I wish him to write the letter. ***Letter*** is not an objective attribute; it is the object of the verb ***to write.***

LESSON XIV.

1. "That to-day shall never dawn again" is the object of ***think.***

2. ***Week*** is in the objective case without a governing word.

4. ***Miles*** and ***hour*** are both in the objective case without a governing word.

8. "His son to be a lawyer" is the object of ***desires.***

9. "Honesty is the best policy" is a noun clause, objective in apposition with ***proverb.***

10. "That my friend is right" is a noun clause, nominative in apposition with it. Some prefer calling ***it*** in such cases merely an expletive, making the clause the subject, but I prefer calling ***it*** the subject.

LESSON XV.

To prepare a list of sentences in accordance with the requirements of paragraphs 1 and 2, would not aid the teacher much, because the chief difficulty will be in deciding whether the sentences written by the pupils are correct or not.

For the second sentence of paragraph 2, many pupils will write a sentence having an adjective clause instead of a noun clause. Something similar to this will probably be given: "McKinley, who is now President of the United States, was formerly governor of Ohio." Some pupils will have difficulty in seeing that the clause introduced by ***who*** is not an explanatory noun clause. Sometimes they will use a noun in apposition and will think that the clause is in apposition; as, "McKinley, the man who is now President of the United States, was formerly governor of Ohio." The clause introduced by ***who*** is still an adjective clause, but the word ***man*** is in apposition with ***McKinley.*** Be careful, for I have known many teachers to make this blunder.

The same difficulty will be found in writing the fifth sentence. The following is correct: "They discussed this question: 'Would the free coinage of silver be an advantage to the people of the United States?'"

LESSON XVI.

Notice carefully the explanation given at the top of page 155.

Paragraph 7.—If the word ***store*** were omitted from the fourth sentence, usage would permit us to place the possessive after either ***Johnson*** or ***bookseller;*** thus, "I bought the book at Johnson's, the bookseller," or "I bought the book at Johnson, the bookseller's." The word ***store*** is understood, and can be supplied after either ***Johnson*** or ***bookseller;*** this is why either word can take the sign. I think it better to consider ***store*** understood after the last word, and therefore I prefer placing the possessive sign after the last word.

I have received a number of letters from teachers and others claiming that the sixth sentence is incorrect. They think ***are*** should be changed to ***is.*** Let us see. The use of the two possessive signs indicates separate ownership, not joint ownership. Each one owns a house, and the complete sentence is "Bowman's house and Haddam's house are large." The verb has two subjects connected by ***and,*** and therefore it should be plural.

Paragraph 8.

1. Howard, the philanthropist's, life was spent in alleviating the sufferings of others.

Only one sign is used when two or more nouns are in apposition. In this sentence it would be better to say "The life of Howard, the philanthropist," etc.

2. For the prisoner's sake, his brother.

Brother is in apposition with prisoner. Can you make a better arrangement of this sentence?

3. Correct. Can you improve it?

4. Only one sign, because it was a joint reign.

5. This was neither the teacher's nor the student's desire. Separate ownership.

6. Whittier, the poet's, "Snow-Bound" is much admired.

7. The Queen of England's salary is large. (See paragraph 6.)

8. Correct.

LESSON XVII.

Paragraph 4.

3. My friend George's house.

4. Alexander the Great's domain.

5. Mary, Queen of Scots', trial.

6. Mary and Martha's home.

This would not be correct if they were living in different houses.

7. Mary's and Martha's home (not homes).

This would not be correct if they had the same home.

8. Bryant's or Whittier's poems.

9. Root & Cady's pianos.

10. Steinway's and Chickering's pianos.

LESSON XVIII.

Paragraphs 6 and 7.—The double relative and the compound relatives have the same use—each is equivalent to a relative and its unexpressed antecedent. The only reason for classifying them separately is that the compound relatives are compound words and the double relative is not.

Paragraph 14.—Notice that ***whose*** is the possessive of both ***who*** and ***which.***

The last sentence of this paragraph states that ***whoever*** and ***whosoever*** are declined. (See paragraph 7, page 251.)

LESSON XXI.

Paragraph 4.—First, ***whom;*** second, ***that;*** third, ***that;*** fourth, ***that;*** fifth, ***which;*** sixth, ***that.***

Paragraph 5.

2. ***Her*** or ***him*** are in another sentence. "Did he tell her or him?"

6. ***Whom*** is the object of ***admit.*** The object of ***know*** is the clause "whom you admit to your friendship." ***Whom*** is not a relative pronoun because it is not a connective and introduces a noun clause. It is an interrogative pronoun in an indirect question.

The word ***person*** understood may be considered the object of ***know.*** In that case, ***whom*** is a relative pronoun, because it introduces an adjective clause and is a connective.

9. ***It to be him*** is the object of ***thought.*** ***Him*** is an objective attribute agreeing with ***it,*** the objective subject of ***to be.***

13. The clause is the object of ***know.*** ***Whom*** is the object of ***sent,*** and is an interrogative pronoun in an indirect question. The direct question would be "Whom did he send?"

14. ***Who*** is the subject of ***went.*** "Who went" is the object of ***know.***

16. ***You*** and ***me*** are objective subjects to ***to go.*** "You and me to go" is the object of ***wants.***

LESSON XXII.

1. This is a secret between you and me. ***Between*** is a preposition.

2. ***Whom*** did you see?

3. He knows who it was.

Who is predicate-nominative after ***was.***

4. Was it he (she) whom you met?

He is nominative in predicate with ***was,*** and ***whom*** is the object of ***met.***

5. What were you and he (she) talking about?

He is one of the subjects of ***were talking.***

6. My brother did fully as well as he (did).

7. Her mother and she have gone to the city.

8. They that seek shall find.

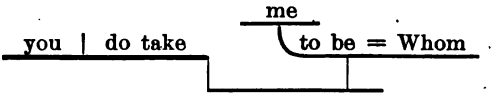
They is the subject of ***shall find.***

9. Is it he you wish to see?

The connective between the two clauses is an understood relative, the object of ***to see.***

10. ***Whom*** do you take me to be?

Whom is the objective attribute, agreeing with ***me.***



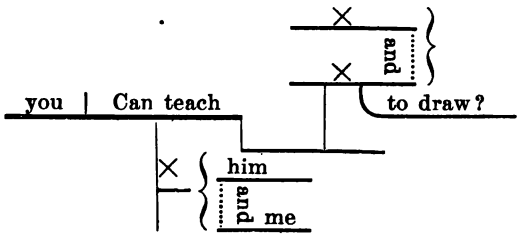
11. Mother went with sister and me.

12. We did not tell her whom the letter was from.

Whom is an interrogative pronoun, the object of ***from.***

13. Can you teach him and me to draw?

Him and ***me*** are objects of the preposition ***to*** understood. "Can you teach ***to*** him and me," etc. Some teachers will probably call ***him*** and ***me*** objective subjects of ***to draw,*** but the other method is better. ***Him*** and ***me*** repeated are the subjects of ***to draw.*** The full sentence is "Can you teach (to) him and me (him and me) to draw?" Take another sentence: "I told him to be quiet." The complete sentence is "I told (to) him, (him) to be quiet." ***Him to be quiet*** is the object of ***told.*** (This discussion should be given only to advanced students.)



14. She is younger than I (am).

15. The teacher asked him and her to stay.

The teacher asked (of) him and her (him and her) to stay.

16. It is he, she, and I that are to blame.

17. He is the same man that met us on the bridge.

Use ***that*** after ***same.***

18. There goes the man whose house was burned.

19. The gentleman whom you spoke to is my uncle.

Whom is the object of ***to.***

20. This is the longest lesson that we ever had.

Use ***that*** after the superlative degree.

21. The men and the tools that you sent for have arrived.

Notice the antecedent of ***that.***

22. Whom do you sit with?

Whom is the object of the preposition ***with.***

23. I know whom you love.

Whom is an interrogative pronoun, the object of ***love.*** "Whom you love" is the object of ***know.***

24. Who do you think that I am?

Who is in the predicate with ***am.*** The object of ***do think*** is "I am who," a noun clause.

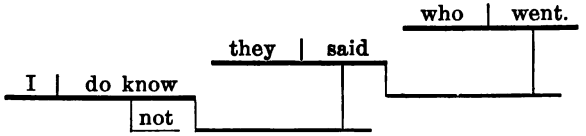
25. Did you see Robert and him?

26. I saw you and her in the city.

27. I do not know who they said went.

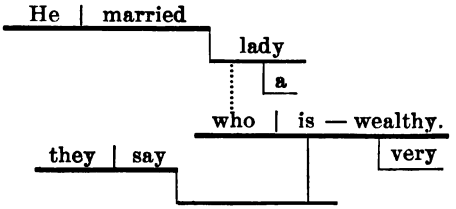
Who is an interrogative pronoun, the subject of ***went.***

"Who they said went" is the object of ***do know,*** and "who went" is the object of ***said.***

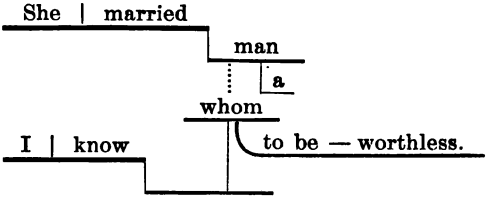


28. Father told James and me to go to school. (See the explanation of the 13th sentence of this lesson.)

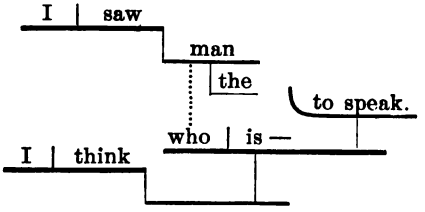
29. He married a lady who they say is very wealthy.
Who is the subject of ***is.***



30. She married a man whom I know to be worthless.
Whom is the objective subject of ***to be.***



31. I saw the man who I think is to speak.
Who is the subject of ***is.***

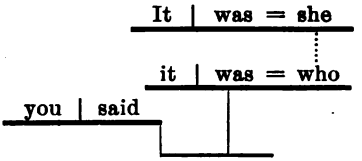


To speak has the construction of an adjective, modifying ***who.*** This will be fully discussed in the lesson on infinitives.

32. He addressed Lillian and her.

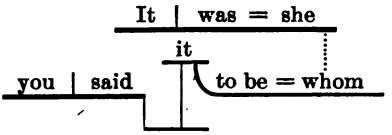
33. All are gone but him and me.

34. It was she who you said it was.



35. It was she whom you said it to be.

Whom is objective attribute, agreeing with ***it,*** the objective subject of ***to be.***



36. Lucy and I (we, you, he, she, they, it, thou, ye) go to school.

Omitting the solemn style (thou, ye), there are seven.

LESSON XXIII.

Paragraph 2.—In such sentences as the 13th and 14th many prefer to use both genders, ***his*** or ***her,*** but the explanation given in the book is better.

LESSON XXIV.

1. Every person should try to improve his mind and heart.

2. Each of the party carried a knapsack with him.

3. A person who is resolute and energetic will be apt to succeed in his undertakings.

4. I did not notice which one of the men finished his work first.

5. Every soldier and every officer remained at his station all night.

Antecedents preceded by each, every, etc., require a singular pronoun.

6. Mary and Lucy will favor us with their company.

The antecedents are taken together.

7. Mary or Lucy will favor us with her company.

The antecedents are taken separately.

8. Notice is hereby given to every person to pay his taxes. (See explanation of the 5th sentence.)

9. All persons are required to pay their taxes.

10. You borrow one foot, or twelve inches, and add it to the upper number.

This is a difficult sentence. ***Inches*** is in apposition with ***foot,*** and the pronoun should agree with ***foot,*** the principal term, and not with ***inches,*** the explanatory term. On the other hand, it is the inches we add to the upper number.

I think the following is a good rule: "When two appositives, differing in number, are an antecedent or a subject, the pronoun or the verb should agree with the principal word, and not with the explanatory word."

11. Every herb, every flower, and every animal shows the wisdom of Him who made it.

12. Coffee and sugar are luxuries, but great quantities of them are consumed annually.

13. If any one wishes to join the church, let him come forward.

14. It is difficult for any judge or juror to be unprejudiced in his opinion.

The antecedents are taken separately.

If the antecedents were ***judge*** or ***witnesses,*** the pronoun should be plural to agree with its nearer antecedent. "It is difficult for the judge or the witnesses to be unprejudiced in their opinion."

15. Every city, village, and farm furnishes its quota of soldiers.

16. This is such bad news that I cannot believe it.

News is always singular.

17. If you find "Longfellow's Poems," send it to me.

The quotation marks and the capital P inform us that it is a book that is wanted.

18. The audience kept their seats until the close.

Collective nouns referring to persons more frequently have plural pronouns and plural verbs than collective nouns referring to animals or things.

19. If you have any molasses, please send me a gallon of it.

Molasses is always singular.

20. The government will be compelled to change its orders.

21. If any boy or girl be absent, he must go to the foot of the class.

Some authorities would use ***he*** or ***she,*** but the masculine alone is better. Usually it is better to avoid such sentences entirely. We might say "If any pupil be absent," etc.

22. Do you know which one of the students wrote his essay first?

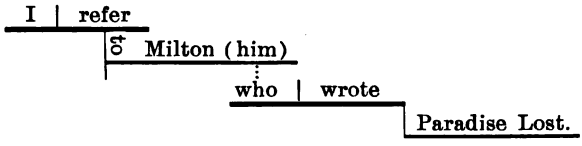
The antecedent of ***his*** is ***one.***

23. Lincoln, the President, the Emancipator, and the Martyr, will always live in the hearts of his countrymen.

LESSON XXV.

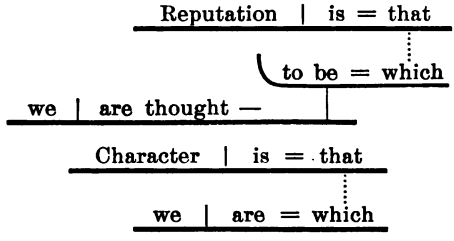
1. ***American*** is a proper adjective, modifying ***citizen*** understood. Citizen is nominative in the predicate with each of the three verbs.

4. ***Him*** is in apposition with ***Milton.***



5. ***He*** is nominative in apposition with ***Hadley.***

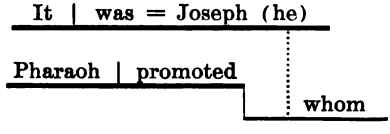
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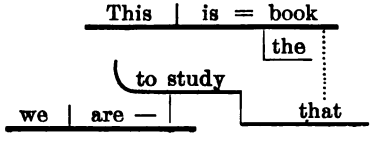
But can be supplied as the connective between the principal clauses of the two complex sentences. ***That*** is an adjective pronoun in each clause. ***Which*** is in the nominative to agree with ***we*** in each clause. The phrase, ***to be which,*** is an adjective phrase, modifying ***we.***

8. ***Byron*** is in the possessive case, possessor of ***dissipation.*** ***Poet's*** is possessive in apposition with Byron.

9.



10.



To study is an adjective phrase, modifying ***we.***

13. I remember that which was said.

14. Conscience makes the bitter memory of that which he was.

Which is in predicate with ***was.***

LESSON XXVI.

Here careful study on the part of the teacher will be required to decide whether the pupils' sentences are correct or not. Some of the sentences given by them will contain unexpected and unusual difficulties.

LESSON XXVII.

Paragraph 4.—The long sound of ***u*** begins with the consonant sound of ***y.*** For this reason ***union*** is preceded by ***a.***

LESSON XXVIII.

Paragraphs 1 and 2 should be studied carefully. It is not uncommon to find violations of these rules in journals and magazines making some pretensions to a knowledge of good English.

Paragraph 5.

3. To insert ***a*** before gentleman would make the sentence mean that he does not deserve the name of some particular gentleman (Roberts, for instance).

4. ***The*** descendants would mean that ***all*** the descendants of the Europeans are in America, but we know that many of them are still in Europe.

5. ***Line*** is understood after the word ***north.***

Paragraph 6.

1. The right and the left hand were both diseased.

"The right and left hands were both diseased" is also correct, but the former is to be preferred.

2. Correct. If we say "The Latin and Greek words in English are many," we mean one class of words, a mixture of Latin and Greek. But there are two classes, one Latin and one Greek.

3. I do not admire those kinds of people. ***Those*** is plural and requires a plural noun.

4. Correct. "The fourth and fifth verses" is also allowable.

5. My uncle owns a large and a small house. Two houses.

6. One who rules is often known by the name of king.

7. This is correct if the sick were also the wounded; but if there were two classes, one class sick and another class wounded, the sentence should be "The sick and the wounded were left in the camp."

8. I have not been at home for these two weeks.

Paragraph 8.—In the explanation given under the sixth sentence the full sentence should be "He is younger than I am young."

LESSON XXIX.

Paragraph 2.

1. The younger of the two sisters is the handsomer.

2. Correct.

3. The boy is brighter than any of his classmates.

As the boy is not one of his classmates, the sentence in the grammar is as incorrect as to say "Henry is the oldest of the girls." Notice that the latter term, ***classmates,*** does not include the former, ***boy,*** and the superlative degree is used. This is contrary to the rule in paragraph 2, page 171.

4. Gold is more valuable than any other metal found in the United States.

Gold is found in the United States, and it is not more

valuable than itself. Notice, too, that the comparative degree is used, and the latter term of comparison must exclude the former. ***Any metal*** will include gold. ***Any other metal*** will exclude gold.

5. Natural scenery pleases me the best of anything.

Else means ***other,*** and natural scenery is not one of the other things. ***Anything*** will include natural scenery, but ***anything else*** will not.

6. This is correct if the tree is not in the forest; but if the tree is in the forest, the sentence should read "That tree overtops all the other trees in the forest."

7. Our present teacher is better than any other teacher we ever had.

"Any teacher we ever had" will include the present teacher, which should not be the case when the comparative degree is used.

8. Our present teacher is the best we ever had.

The latter term of comparison, "we ever had before," does not include the former term; but as the superlative degree is used, the latter term should include the former.

9. We should say ***nothing else,*** because there is something that pleases me as much as natural scenery, and that something is natural scenery itself.

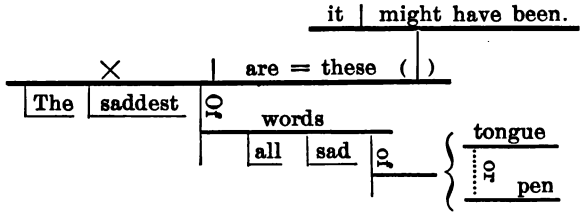
10. This man above (or more than) all others deserves promotion.

This man is not one of the other men. Notice this sentence: "Lake Superior, of all the cities, is the largest." This sentence is just as sensible as the one in the grammar, and yet the sentence in the grammar was taken from an editorial in a leading newspaper. We might think it was a typographical error if such expressions were not heard and read so frequently.

Paragraph 3.—In the seventh sentence, ***sad*** and ***weary*** are predicate adjectives modifying ***he.***

LESSON XXX.

4.



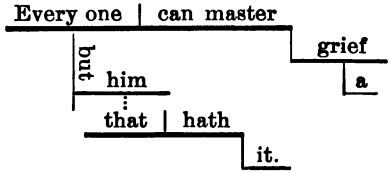
Words understood is the subject. ***These*** is an adjective pronoun, or it can be considered an adjective modifying ***words*** understood. "The saddest words are these words."

5. The understood relative is the object of ***wanted.***

6. This is the answer that I expected.

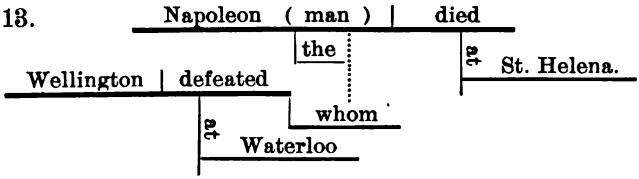
That is the object of ***expected.***

10.



Every may be taken as an adjective modifying ***one.***

13.



LESSON XXXI.

Paragraph 10.—In drilling on the irregular verbs, pay special attention to those in common use. Have the pupils understand that the past tense is never used with an auxiliary and that the past participle is always used

with an auxiliary. If they understand this, they will not use such expressions as "He begun," or "The book was stole."

Much drill will be required. Suppose the verb ***break*** is under consideration. The teacher can say "I ——"; "He has ——"; "The stick is ——"; "The rule may have been ——"; and the pupils should respond promptly with the word ***broke*** or ***broken,*** whichever they think correct. Continue the drill until the pupils make no mistake.

LESSON XXXII.

Paragraph 4.—In stating that intransitive verbs have the active voice, I am simply uttering the words of the best linguists of the age.

Paragraph 5.—Give much drill on the formation of the passive voice. The passive voice is always composed of the past participle of a ***transitive*** verb preceded by some form of the verb ***be.*** At the bottom of the page are given two examples in which the past participles of ***intransitive*** verbs are preceded by some form of ***be.*** These examples are few, and are not passive.

Paragraph 6.—In these sentences, the verbs ***has been built*** and ***must be obtained*** are in the passive voice.

Paragraph 8.—The following are passive: shall be seen, may have been seen, had been seen; shall have been chosen, to be chosen, may be chosen; to have been stolen, having been stolen, is stolen.

Paragraph 9.

1. The sight astonished the traveler.
2. The glory of God is declared by the heavens.
3. Henry Watterson gave the address of welcome to the Grand Army of the Republic.

4. Young men are incited to noble careers by such examples.

5. This cannot be made passive, because the verb is intransitive.

6. The laborer was cheered by health and plenty.

7. The child's foot was trodden on by a horse.

Was trodden on is a compound passive verb. ***On*** is not a preposition, but a part of the verb. (See paragraph 1, page 262.)

8. Intransitive.

9. Intransitive.

10. This matter must be attended to by the commander.

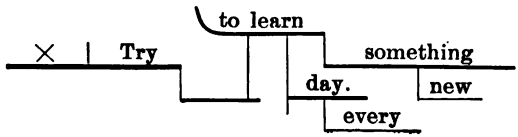
Must be attended to is a compound verb.

LESSON XXXIII.

Paragraph 1.— Mode is frequently a form of the verb. ***Go*** (a command), ***you must go,*** and ***you shall go*** mean about the same, but the first is in the imperative, the second is potential, and the third is indicative. In these examples the form of the verb determines the mode.

Paragraph 7.

1. ***Wish*** is indicative, and ***were*** is subjunctive.
2. Potential.
3. Indicative, passive.
4. Indicative, passive.
5. Potential, passive.
6. Imperative.



Day is in the objective case without a governing word.

7. Potential, passive.

Paragraph 10.—Might throw, potential; was throwing, indicative; has thrown, indicative; can throw, potential; should throw, potential; is thrown, indicative, passive; have been thrown, indicative, passive; had thrown, indicative; might throw, potential; throw the stone, imperative; if it be thrown, subjunctive, passive; the javelin had been thrown, indicative, passive.

LESSON XXXIV.

Paragraph 1.—Tense does not always mean time; it frequently refers to the form of the verb. In the potential mode, ***might, could, would,*** and ***should*** are called past tense, but they never denote past time; the time is always present or future. In the subjunctive mode the tense name seldom indicates the time. These facts will explain my reason for giving the definition for tense as found in this paragraph.

Paragraph 8.—Is written, indicative, present, passive; was written, indicative, past, passive; have written, indicative, present-perfect; write, imperative, present; shall have written, indicative, future-perfect; has been written, indicative, present-perfect, passive; has written, indicative, present-perfect; might write, potential, past; can write, potential, present; go, imperative, present; went, indicative, past; might have gone, potential, past-perfect; can have gone, potential, present-perfect; should go, potential, past; could have gone, potential, past-perfect; shall go, indicative, future; will go, indicative, future; had gone, indicative, past-perfect; must go, potential, present; must have gone, potential, present-perfect.

Paragraph 9.—The term, finite verbs, is used because an infinitive does not change its form to agree with its subject. We say "I want him to go, you to go, them to go," etc. The infinitive remains the same, no matter what subject we insert after *want.* Because infinitives do not change to agree with their subjects in person and number, they are said to have no person and number.

LESSON XXXV.

Paragraph 1.

2. ***Many a man*** takes men distributively, one at a time.

3. See note 4, paragraph 9, page 184.

4. ***Each*** is the subject.

5. ***One*** is the subject.

6. ***Am*** agrees with ***I.*** (See note 6.)

8. More persons than one of us were.

Persons is the subject.

9. ***Victuals*** in this sentence means eatables, plural.

10. ***Victuals*** in this sentence means one word, singular.

12. Subjects taken separately.

13. ***Are*** agrees with books, the affirmative subject.

14. ***Is*** agrees with money, the real subject. The hearers understand that men are needed, and the speaker simply adds that money is needed.

15. Two phrases or two clauses taken together will have a plural verb just as two nouns connected in the same manner will require a plural verb.

16. The subject is ***they.***

17. "Canterbury Tales" is used simply as the name of a book or poem.

18. The subject is ***variety.***

19. The twenty-five dollars are not considered as so many dollars but as so much money—a certain price.

If there were twenty-five silver dollars, for instance, lying on the desk, it would be correct to say "Twenty-five dollars are lying on the desk," if we had reference to the number of dollars, and not to the amount or sum of money.

20. The verb agrees with ***Thomas.*** (See note 6.)

22. ***Conclusions*** is the subject.

24. The verb agrees with ***I.*** Why?

Paragraph 2.

1. The verb should be ***has,*** to agree with its subject, ***each.***

2. The verb should be ***is,*** to agree with its subject, ***one,*** and ***their*** should be ***his***, to agree with its antecedent, ***one.***

3. The verb should be ***is,*** to agree with its subject, ***one.***

4. The verb ***is*** should be ***are,*** to agree with its subject, ***reasons.*** One or more reasons for this are (exist). ***Reasons*** is the nearer subject.

5. ***Have*** should be ***has,*** to agree with its subject, ***work.*** ***Days'*** is in the possessive case.

6. ***Are*** should be ***is,*** to agree with ***he.*** Why?

7. ***Delight*** should be ***delights,*** to agree with its subject, ***nothing.*** ***Pursuits*** is in the objective case, object of the preposition, ***but.***

8. ***Is*** should be ***are,*** to agree with ***people,*** the affirmative subject.

9. The subject, ***number,*** is singular.

10. ***Exists*** should be ***exist,*** to agree with its subject, ***connections.*** Remember that a verb ending in ***s*** is usually singular. ***Caress*** and ***dress*** end in ***s*** and are plural. The singular of these verbs is ***caresses*** and ***dresses,*** also ending in ***s.***

11. ***Are*** should be ***is,*** because the subject, the word ***oats,*** is singular.

12. ***Youth*** is a collective noun denoting plurality of idea; therefore ***has*** should be ***have.***

13. The verb should be plural, to agree with its compound subject.

14. This sentence means about the same as "My brother and two friends have arrived," but most authors call ***with*** a preposition and say that ***have*** should be ***has***, to agree with ***brother.***

15. ***Brings*** should be ***bring***, to agree with ***arguments***, the affirmative subject.

16. ***Were*** should be ***was***, to agree with ***deceit*** and ***vice*** taken separately.

17. ***Are*** should be ***is***, to agree with ***wagon***, the nearer subject.

18. ***Stands*** should be plural, to agree with its subject, ***prisoners.***

19. ***Is*** should be ***are***, to agree with its subject, ***that***; ***that*** is plural to agree with its antecedent, ***passions.***

20. ***Are*** should be ***is***, to agree with its subject, ***sun.***

LESSON XXXVI.

Paragraph 1.

1. ***Has*** should be ***have***, to agree with its subject, ***persons***, understood. More persons than one have had a hand in this affair.

2. ***Their*** should be ***his***, to agree with its antecedent ***one***, or ***everyone.***

3. Correct.

4. ***Are*** should be ***am***, to agree with ***I***, the nearer subject. ***Who*** should be ***whom***, because it is the object of ***have selected.***

5. ***Have*** and ***their*** should be ***has*** and ***its***, to agree with ***each***, a singular.

6. ***Were*** should be ***was***, because there was but one report. This report was written by the mayor and clerk.

7. ***Was*** should be ***were***, because there were two reports, one from the mayor and one from the clerk.

8. Correct. The verb agrees with the affirmative subject.

9. Correct.

10. ***Attract*** should be ***attracts***, to agree with its subject, ***that***. ***That*** is singular because its antecedent, ***beauty***, is singular.

11. Correct.

12. Each day and each hour brings its portion of duty.

Paragraph 2.

1. Not one of my neighbor's sons has succeeded in business.

2. There are my neighbor and her daughter.

3. Time and tide wait for no man.

4. That able scholar and critic has a valuable library. ***Critic*** is in apposition with ***scholar.***

5. The crime, not the scaffold, is the shame.

6. A bushel of pears was taken from one tree.

7. Neither he nor I am frightened.

8. He or his brother has the book.

9. There have been several vessels lost on these rocks.

Paragraph 3.—This paragraph presents an excellent test of the pupil's knowledge of the agreement of a verb with its subject. If he makes no mistakes in these sentences, he will be doing remarkably well.

LESSON XXXVII.

This is an important lesson. Probably as many errors are made in the use of the forms of these verbs as in the forms of all the other verbs in the language. Even among people of fair education it is not uncommon to find some who mix the forms of ***lie*** and ***lay***, or ***sit*** and ***set.***

Notice carefully the closing paragraph in paragraph **1.**

Paragraph 2.

1. Use ***lay,*** past tense of ***lie,*** because there is no object.

2. Use ***laid,*** past of ***lay,*** because there is an object. The second verb is ***lies,*** because it has no object.

3. ***Were laid*** is passive, therefore it is taken from the transitive verb ***lay.***

4. The first verb is ***set,*** because it has an object. The second verb is ***sit,*** because it has no object.

5. The first verb is taken from the intransitive verb ***sit,*** because there is no object. ***Setting*** is the proper adjective to apply to the sun, but ***sitting*** is the proper adjective to apply to a hen.

6. The first verb is taken from the transitive verb ***raise,*** because there is an object. The second verb is taken from the intransitive verb ***rose,*** because there is no object.

7. ***Rising,*** from the intransitive verb ***rise,*** because there is no object. ***Raising,*** from the transitive verb ***raise,*** because there is an object.

Paragraph 3.

1. The book was lying on the table. Yes, I laid it there. Well, let it lie.

2. The sick man has lain on his bed a long time.

The verb is intransitive.

3. What plans are you laying now?

Use ***laying,*** from the transitive verb ***lay,*** because there is an object (plans).

4. Have they laid their burdens down?

Burdens is the object; therefore we use the transitive verb.

5. I remember when the corner-stone was laid.

Use the transitive verb, because it is passive.

6. Lie here, and lay your head on the pillow.

The first is *lie*, because it is intransitive, and the second is *lay*, because it has an object.

Paragraph 4.

1. Mary, you may set the table.

Use the transitive verb, because it has an object (table).

2. William is sitting by the stove, but Samuel is setting the old hen.

The first is intransitive and the second is transitive. After Samuel sets the hen, the hen will sit. We should not say *a setting hen*, but *a sitting hen.*

3. The traveler rose early, and set out at six o'clock.

Set is used here, because it is intransitive when meaning to set out on a journey.

4. Your coat sits well.

This certainly should not be *sets* well, and *sits* well is not without objection. I think *fits* well much better than either.

5. Set yourself down and sit still.

Since the first verb has an object (yourself), it should be transitive.

6. The creek is rising, and the men are raising that old house.

7. We found the knife lying in the road.

We use the intransitive participle, because it has no object.

8. Much land has been laid waste by the high water.

Use *laid*, from the transitive verb *lay*, because *has been laid* is passive. *Waste* is an adjective in predicate.

9. The trial was set for next Monday.

Use the transitive verb, because *was set* is passive.

10. After fighting all day, the soldiers lay down on the ground to sleep.

The verb has no object; therefore we use *lay*, the past tense of the intransitive verb *lie.*

LESSON XXXVIII.

Paragraph 2.

1. He did it.
2. I saw him.
3. Have you ever seen a giraffe?
4. Has he written the letter?
5. The letter written yesterday was mailed to-day.
6. Has the messenger come yet?
7. The storm soon began.
8. The boy said his book was torn.
9. Some of our best apples were stolen.
10. I knew him as soon as I saw him.
11. The train had gone an hour before I came.
12. This work can not be done in one day.
13. She ought to go.

Had ought and ***hadn't ought*** are always incorrect.

14. He was chosen umpire for the game.
15. The tune was sung well.
16. The witness has surely sworn falsely.

Paragraph 3.

1. I think that he is sick.

Suppose might do, but ***think*** is better. In such cases we do not guess nor expect.

2. Guess how many grains are on this ear of corn.
3. Will you teach me to skate?
4. Mother, I will come to see you next week.

In speaking or writing to any one we should not say I (or any one else) will *go* to see you, but will ***come*** to see you.

5. Try to learn your lesson.

This error is very common. ***To try and go*** means to do two things: to try and to go. ***To try to go*** means to try to do one thing—to go. ***To go*** is the object of ***try.***

6. I think he has gone to Europe.

We do not expect something that has already happened.

7. I expected to be in New York by this time. (See paragraph 2, page 208, and paragraph 4, page 272.)

8. He doesn't believe in hypnotism.

We often hear (and often read) such expressions as ***he don't, she don't, Charles don't,*** etc. These are all wrong. ***Doesn't*** should always be used when the subject is in the third person, singular.

LESSON XL.

Paragraph 3, page 198.—Pupils should have considerable drill in giving the synopsis of verbs. At first, they should name each mode and tense as it is reached, but after knowing the order of the modes and tenses, the form can be shortened. The exercise then will be as follows: I am, I have been; I was, I had been; I shall be, I shall have been; I may be, I may have been; I might be, I might have been. In the potential mode all the tense signs might be named. Synopsis of ***see:*** I see, I have seen; I saw, I had seen; I shall see, I shall have seen: I may, can, or must see; I may, can, or must have seen; I might, could, would, or should see; I might, could, would, or should have seen. Passive: I am seen, I have been seen; I was seen, I had been seen; I shall be seen, I shall have been seen: I may, can, or must be seen; I may, can, or must have been seen; I might, could, would, or should be seen; I might, could, would, or should have been seen. It will be noticed that the synopsis or the conjugation of ***see*** in the passive voice is precisely the same as the synopsis or the conjugation of ***be*** prefixed to the participle ***seen.*** This is always true of the passive voice.

Paragraph 5.—You will find that some of your pupils will have trouble in distinguishing between the passive

voice, and the active voice in the progressive form. Both have the same forms of ***be,*** but the passive ends with the past participle, while the progressive ends with the present participle. "I have been seen" is passive, but "I have been seeing" is active, progressive. Both are in the indicative, present-perfect.

LESSON XLII.

11. Be chosen.

Some of your pupils will be apt to say there is no imperative passive. It is formed by placing the imperative ***be*** before the past participle of a transitive verb. Its formation differs in no respect from the formation of the passive in other modes.

12. If he go, he will be sorry.

Notice that ***go*** is not ***goes.*** ***Goes*** is indicative.

For a discussion of the subjunctive, see pages 267 and 268.

13. If he be chosen.

This is present tense, but it denotes future time.

14. If he were chosen.

This is past tense, but it denotes present time.

15. He was reading.

17. He might be reading.

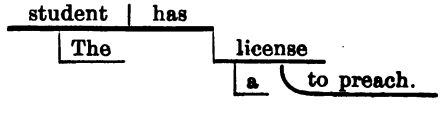
18. He has been reading.

19. Be reading.

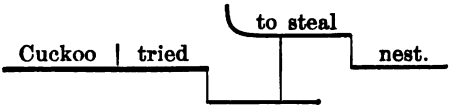
LESSON XLIV.

1. ***To escape*** has the construction of an adjective, and modifies ***fortune.***

2. ***To preach*** has the construction of an adjective, and modifies license.

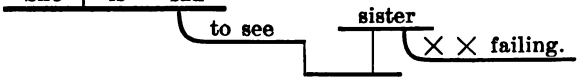


3.



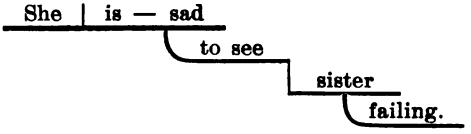
Many simple modifiers will be omitted from the diagrams in the remainder of this book.

4.



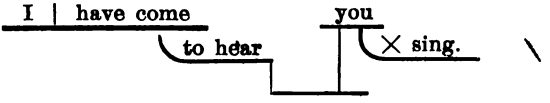
To be failing is an infinitive, progressive form, with the construction of an adjective. ***Sister to be failing*** is the object of ***see.*** Remember that the sign of the infinitive is omitted after ***bid, dare, feel, hear, help, let, make, see,*** and some others.

Doubtless some would diagram the sentence in this way:



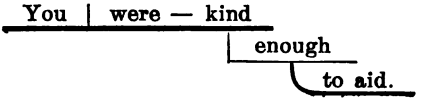
This makes ***sister*** the object of ***to see,*** which is not the meaning. She is not sad to see her failing sister, but to see her sister failing. "I want to see the dying boy" is quite different from "I want to see the boy dying."

5.



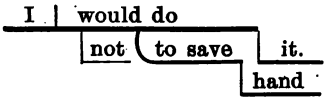
To hear has the construction of a noun, and ***(to) sing*** has the construction of an adjective. ***To*** is omitted because it is preceded by ***hear.***

8.

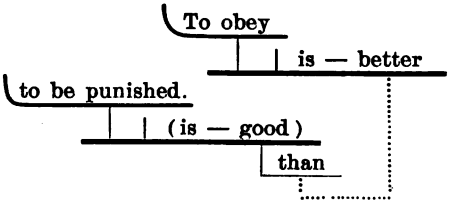


To aid has the construction of an adverb, modifying the adverb ***enough.***

12.

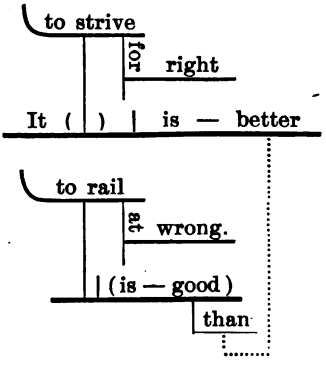


15.

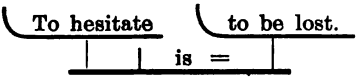


Than is a conjunctive adverb.

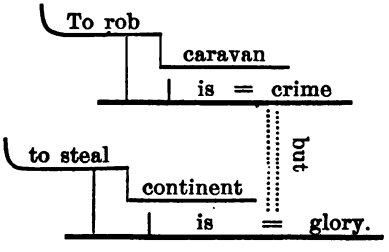
16.



17.



18.



19. ***Should strive*** is intransitive, and ***to be*** has the construction of an adverb, modifying ***should strive.***

20. ***To deface*** is an adverb, modifying the adjective ***enough.***

LESSON XLVI.

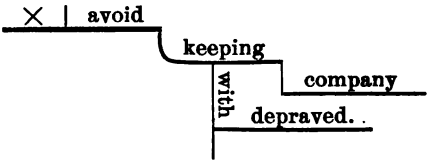
Paragraph 5.—This statement will not be accepted by all, because some grammars say that a participle may have the construction of an adverb. I think, however, that the best authorities agree with my statement. (See paragraph 5, page 272.)

LESSON XLVII.

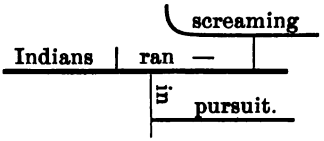
Paragraph 1.

1. See page 208.

2.

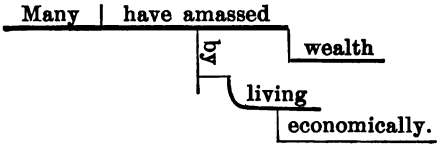


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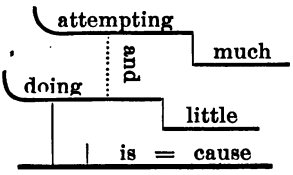


Screaming has the construction of an adjective, modifying ***Indians.***

4.

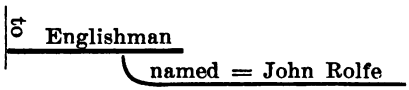


5.



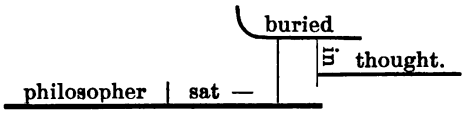
Much and ***little*** are adjective pronouns, but they can be treated as adjectives, modifying nouns understood. The verb ***is*** is singular because attempting much and doing little are considered as one act. Neither the attempting nor the doing is the cause of failure, but the combination of the two.

6.

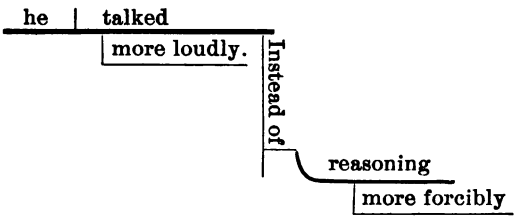


John Rolfe is in the objective case to agree with ***Englishman.***

7.

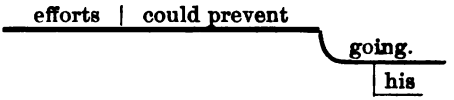


8.



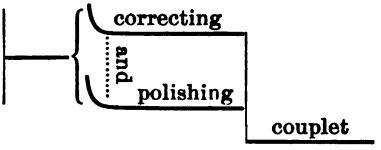
Notice that ***more loudly*** and ***more forcibly*** are taken together as simple adverbs. (See paragraph 5, page 258.) ***Reasoning*** has the construction of a noun, the object of ***instead of.***

9.



Going is the object of *could prevent.*

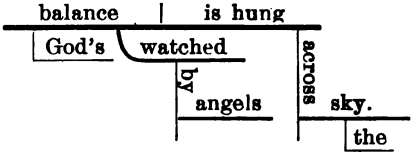
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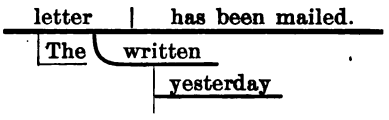
The two participles have the construction of a noun, objects of the preposition *in.* *Couplet* is the object of both participles.

13. See page 208.

14.



15.



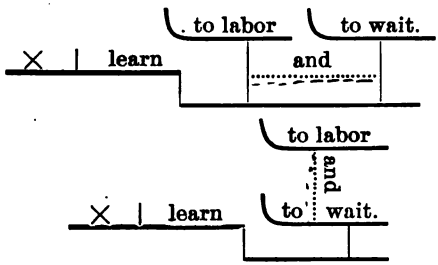
Yesterday is a noun, in the objective case without a governing word. (See paragraph 7, page 277.)

LESSON XLIX.

Paragraph 2.—The teacher will probably find this a difficult exercise, for, as has been said before, some of the sentences written by pupils will contain unexpected and unusual difficulties. This is a reason why sentences written by the pupils should furnish a portion of the material for analysis and parsing.

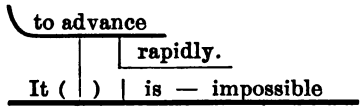
LESSON L.

1.



Both diagrams express the same idea.

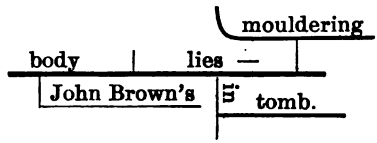
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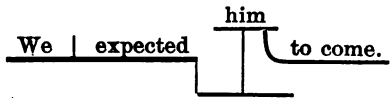
To advance has the construction of a noun, nominative in apposition with ***it.***

3. See fifth sentence, page 208.

4.

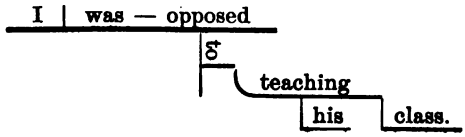


5.



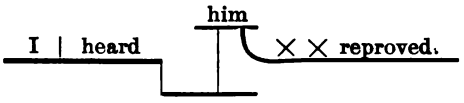
6. ***Man*** is in the objective case, objective attribute ***To be*** has the construction of an adjective, modifying ***him.***

7.



Opposed, in this sentence, is an adjective, although ***was opposed*** is frequently a passive verb. In "I was opposed by my friends," the verb is passive.

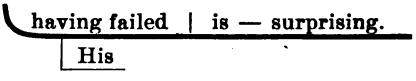
8.



Quite a number of teachers do not favor the use of the term "objective subject of the infinitive" in English grammar, and some of these would parse ***him*** as the object of ***heard.*** This is plainly a mistake, for we do not know that the person represented by ***him*** said anything to be heard. It is much better to parse ***him to be reproved*** as the object of ***heard,*** and ***him*** as the objective subject of the infinitive.

Authors also differ as to the construction of the infinitive in such sentences. I parse it as an adjective, although many consider it to be a noun. Take this sentence: "I want my watch to run." I parse ***watch to run*** as the object of ***want, watch*** as the objective subject of ***to run,*** and ***to run*** as having the construction of an adjective, modifying ***watch.*** True, sometimes it is rather difficult to see the adjective nature in such infinitives, but I believe it is always there. "I want my watch to be a ***to run*** watch—a ***running*** watch." Many authors agree with this, but some excellent authors say that ***to run*** is a noun, the object of ***want;*** it is not the ***watch*** I want so much as it is the ***running*** I want. There are arguments and authorities for both views.

11.



Surprising is an adjective in this sentence, although it is often a present participle, forming part of the progressive form of the verb. In "He is surprising his friends,"

is surprising is a verb. In "His ability is surprising," *surprising* is an adjective.

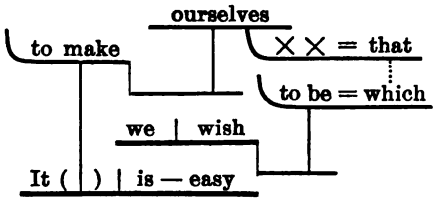
It is sometimes quite difficult to decide whether a word is a predicate adjective or a participle forming part of the verb. A few years ago those taking the Kansas examination for a certificate were asked to parse "is willing" in a sentence similar to this: "He is willing to comply." A short time after the examination, answers to the questions were published in a prominent journal of the State. In these answers *is willing* was parsed as a verb, and *willing* as a present participle. This is certainly a mistake. He was not *willing*, that is, he did not *will* (an act of the mind); he was simply *ready* or *anxious* to comply. There is a regular verb *will*, from which is derived a participle *willing*; as, "He willed to succeed." The difference in meaning between the adjective *willing* and the participle *willing* is easily seen.

A similar difficulty is often found in deciding whether a word is an adjective, or a past participle forming part of a verb in the passive voice. In "The lady is accomplished," *accomplished* is an adjective. In "The work is accomplished," *is accomplished* is a verb in the passive voice. Here, the decision is easy. In "The grounds are ornamented with many beautiful trees," the decision is not so easy. Does *are ornamented* denote an act received by the grounds, or does it simply denote the condition of the grounds? I believe *ornamented* is simply an adjective. How will you decide in this sentence: "Its wings were curiously mottled and striped with various colors"? You will not all agree.

It should be remembered, however, that the past participle in the passive voice (if parsed by itself) always has the construction of an adjective, modifying the subject. This is different, however, from saying that it is a simple adjective.

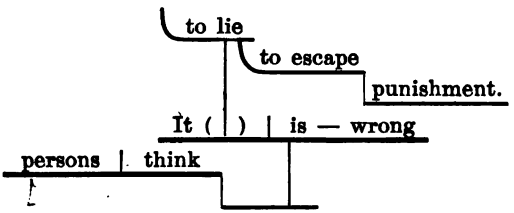
LESSON LI.

1.



What is equivalent to ***that which.*** ***That*** is an adjective pronoun, objective case to agree with ***ourselves.*** ***Which*** is a relative pronoun, nominative case to agree with ***we.***

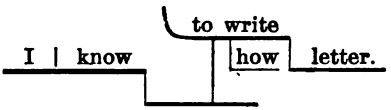
2.



All after ***think*** is a noun clause, the object of ***think.***

3. ***To love*** has the construction of an adverb, modifying ***are commanded.***

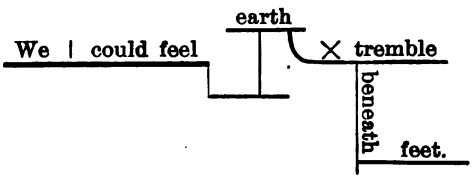
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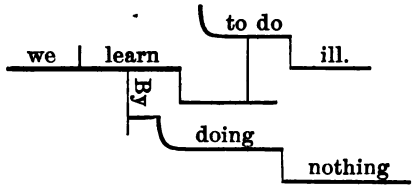
How is an adverb of manner.

5. This sentence will be found on page 203.

7.

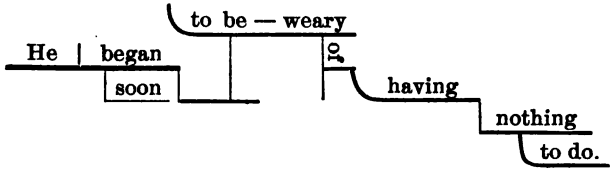


8.



III can be parsed as an adjective, modifying a noun understood.

9.

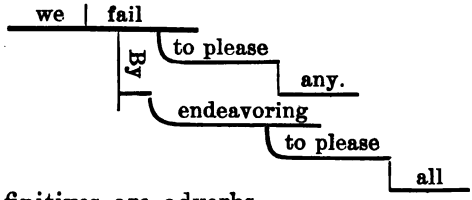


Weary is an adjective, modifying ***he.*** ***To do*** has the construction of an adjective, modifying ***nothing,*** although some teachers would dispose of it as an adverb, modifying ***having.*** The infinitive has the construction of an adjective in each of these sentences:

1. I have a book to read.
2. I have a horse to sell.
3. I have a field to cultivate.

I have a book to read = I have a ***to-be-read*** book. I have a ***to-be-sold*** horse. You will observe that while these infinitives are active, they have a passive meaning.

10.

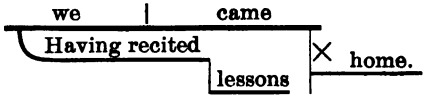


Both infinitives are adverbs.

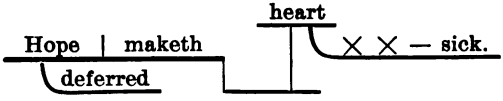
Endeavor means nearly the same as ***try,*** but it is intransitive, while ***try*** is transitive. We can ***try*** something, but we cannot ***endeavor*** something. I would not call an infinitive the object of a verb unless that verb would also

take some noun or pronoun for its object. Therefore, in "Try to get your lesson" I would parse *to get* as the object of *try*, but in "Strive to get your lesson" I would parse *to get* as an adverb modifying *strive*. Further, *try* can be made passive, but *strive* can not. A thing can be tried, but it must be striven *for*.

14.

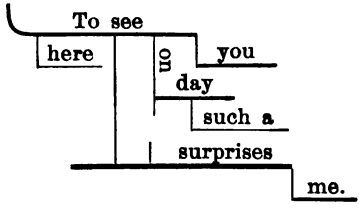


15.



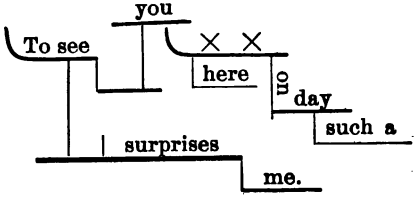
Deferred is a past participle, passive.

17.



Such a should be taken together as one adjective.

While most persons will probably agree with the preceding diagram, it is not strictly correct. *Here* does not modify *to see*, but *to be* understood. It is not the *seeing* here, but you *to be* here that surprises me. *You* is not the real object of *see*. It is not seeing *you* that surprises me, but seeing *that you are here*. The following diagram is better:



LESSON LII.

Paragraph 9.

1. ***Till*** is a conjunctive adverb of time.

2. ***Hither*** is not an adverb; it is an adjective, modifying ***way.*** ***Forth*** is a simple adverb of place (or manner).

3. The last ***there*** is a simple adverb of place.

4. ***Together*** and ***happily*** are simple adverbs of manner. ***Very*** is a simple adverb of degree.

5. ***Rapidly*** is a simple adverb of manner. ***How*** is a simple adverb of degree.

6. ***Perchance*** is a modal adverb.

7. ***Since*** is a conjunctive adverb of time. Some will call ***since*** a preposition, having the clause, "I returned," as its object.

8. ***Whither*** is an interrogative adverb of place.

9. ***Far*** is a simple adverb of place or manner. ***How*** is a simple adverb of degree.

In many sentences ***how*** is an adverb of manner; as, "How did he succeed?"

10. ***Slowly*** and ***sadly*** are simple adverbs of manner.

11. ***Once*** is a simple adverb of time. ***So*** is a simple adverb of degree. ***No*** is a simple adverb of negation. ***Longer*** is a simple adverb of time.

12. ***Duly*** is a simple adverb of manner. ***Immediately*** is a simple adverb of time.

Paragraph 12.—In the explanation under this paragraph the statement is made that ***good, better, best*** is an adjective. Some good critics have found fault with this expression, claiming that it should read "***good, better, best*** are adjectives." Read the paragraph carefully, and see if there is not a good reason for the form used in the book.

LESSON LIII.

Paragraph 1.

1. He stood silent and alone.

Silent does not express the manner of standing, but the condition of the person while standing.

2. Correct.

3. Double negative. A miser never gives anything to anybody.

4. How sweet the music sounds.

The speaker did not intend to express the manner of the sounding, but the quality of the music. ***Sweet*** is an adjective in predicate.

5. The sun shines bright and the grass looks green.

If the speaker intends to specialize the manner of the shining rather than the brightness of the sun, ***brightly*** is correct. ***Greenly*** is not correct, because the grass has no eyes to look with.

6. He feels very sad about his loss.

The intention of the speaker is to express the condition of the subject, his state of feeling, not his ***manner*** of feeling (with his fingers).

7. The teacher was tolerably well informed.

Tolerably is an adverb, modifying ***well.***

8. The young lady looked beautiful and sang beautifully.

Use the adjective in the first part of the sentence, because you wish to express a quality of the lady, not the manner of an act. Use the adverb in the last part of the sentence, because you wish to describe the manner in which she sang.

9. We arrived at home safe and sound.

Both should be adjectives, because we wish to express our condition when we arrived rather than the manner of our arriving.

10. The bashful young man appeared (to be) very awkward.

Plainly an adjective. Suppose the young man had been out of sight somewhere, and that he had been summoned to appear, and suppose that he had put in his appearance in a very awkward manner; would ***awkward*** or ***awkwardly*** be the correct word to use in this sentence?

11. This apple looks well, but it tastes bad.

This is correct if the sentence means that the apple is pretty, a good-looking apple. But if the sentence means that the apple appears to be a good apple, the word ***good*** should be used instead of ***well.*** "This apple looks good, but it tastes bad."

12. She dresses suitably to her station and means.

Use the adverb, because it modifies the verb ***dresses.***

13. I was exceedingly glad to hear from you.

Use the adverb ***exceedingly,*** to modify the adjective ***glad.***

14. The train doesn't wait for any one; or, The train waits for no one.

15. The doctor said she would never be any better.

Avoid double negatives.

16. Not every man can afford to keep a coach.

Not modifies ***every.***

As the sentence stands in the book, it may mean that no one can afford to keep a coach.

Paragraph 2.

1. He looked glad when his brother came.

Glad is an adjective in predicate with ***looked,*** and modifies ***he.***

2. Lucy felt very sad when her friend died.

Sad is a predicate adjective, modifying ***Lucy.***

3. The evening bells sound sweet and low.

The adjective should be used, because it expresses the quality of the bells rather than the manner of the sounding.

4. The eggs were boiled soft.

Soft is a predicate adjective. It does not express the manner of the boiling.

5. The house was made strong.

6. Come quickly.

Here the adverb should be used, because it describes the manner of the coming.

7. The slaves were treated harshly.

If ***harsh*** were used, it would be a predicate adjective, modifying ***slaves.*** This is not the meaning of the sentence.

8. The singer's voice seemed harsh.

Harsh modifies ***voice.***

9. The moon rose clear.

It was a clear moon.

10. The house appears comfortable and pleasant.

11. The boy was dressed comfortably.

LESSON LIV.

Paragraph 1.

1. This means that the address, and nothing else, can be written on this side.

2. This means that the address must be written, not printed, on this side.

3. This means that the address must be written on this side, not on the other side. .

Paragraph 2.

1. We recite only three lessons a day.

As the sentence stands it means we only recite the lessons, we do not study them.

2. Not all men are educated.

The sentence as it stands may mean that no man is educated.

3. Not all that glitters is gold.

Something that glitters is gold, and that something is gold itself.

4. Two young ladies came to the party dressed nearly alike.

5. Such prices are paid only in times of great scarcity.

Only does not modify ***paid;*** it modifies the phrase.

6. Corn should generally be planted in April or May.

When an adverb is placed between the parts of a verb composed of three words, it should usually be placed after the first part of the verb, not after the second.

7. No man ever has so much that he does not want more.

8. I shall always be glad to see you.

This sentence may be correct. If it is, what does it mean?

9. The work will never be completed.

10. Having lost nearly a thousand dollars by the transaction, I can not afford to venture again.

What does the sentence mean as it stands?

11. The secretary was daily expected to resign.

12. He walked nearly ten miles.

13. I bring forward only a few things.

14. We speak merely of ourselves.

Merely modifies the phrase, not ***speak.***

15. The Chinese live chiefly upon rice.

16. I ate only one apple to-day.

If we make ***only*** modify ***ate,*** the sentence means I did nothing but ***eat*** the apple; I did not ***digest*** it.

LESSON LV.

Paragraph 1.—Notice the last sentence of this paragraph. "He wrote a poem concerning the wrath of the gods." ***Concerning*** is a preposition, meaning ***about.*** Of course, as ***concerning, regarding,*** and ***respecting*** can be derived from verbs, they are sometimes participles.

Paragraph 6.

1. The sultry evening was followed by a heavy frost.
2. He fell from the bridge into the water.
3. Our government is based on the rights of the people.
4. He was accused of robbery.
5. This work is different from that.
6. There is a constant rivalry among these four railroads.

If the sentence means that the rivalry exists between each railroad on the one side and the combined three on the other side, ***between*** should be used.

7. Divide the apples between the two girls.
8. He was eager for studying grammar.
9. He was desirous of studying Latin.
10. Battles are fought with other weapons than popguns.

If we say "besides popguns," the sentence means that battles are fought with popguns and also with other weapons.

11. The band was followed by a large crowd.
12. Raise your book off the table.

Off is a preposition in this sentence, but it is sometimes an adverb. ***Off of*** should not be used together.

Paragraph 7.

1. He poured the water into the barrel.
2. We saw you at the concert.
3. The prisoner is accused of stealing a horse.

4. You may rely on what I say.
5. The forests abound with wild animals.
6. There is much need of preparation.
7. The man died of consumption.
8. The soil is adapted to corn.
9. The merchant is in want of money.
10. He stays at school late.

LESSON LVI.

Paragraph 5.

1. He did not remain to pray, but to scoff.

Praying and ***scoffing*** could also be used.

2. Like signs give plus, but unlike signs give minus.
3. They lived together peacefully and quietly.
4. Thanking you for your kindness, and hoping to hear from you soon, I am yours truly.
5. Great and powerful art thou, O Lord!
6. Faithfully and earnestly he tried to perform the task.

LESSON LVII.

Paragraph 2.

1. He will neither go nor send any one.
2. Nothing either strange or interesting occurred.
3. He was considered not only a statesman, but also an orator.

When ***not only*** and ***but also*** (or ***but***) are used as correlatives, there are always two similar words or expressions that are contrasted; that is, two nouns, two adjectives, two verbs, etc. ***Not only*** should precede one word, and ***but also*** the other. In this sentence, if ***not only*** belongs to ***considered,*** there should be another participle to follow ***but also.***

4. He both works and plays.

5. He visited not only New York, but also Philadelphia.

6. Though he has a bad reputation, yet will I trust him.

Yet may be omitted.

7. He was so angry that he could not speak.

8. Wood is not so durable as iron.

9. Is this as good as that?

10. He is not qualified for teaching either mathematics or language.

As the sentence stands ***either*** belongs to ***teaching,*** and another word, similar in class, should follow ***or;*** as, "He was not qualified for either teaching mathematics or preaching the gospel." Here, ***either*** and ***or*** belong to similar words, ***teaching*** and ***preaching.***

11. I shall depend neither on you nor on him.

12. Some nouns are used either in the singular or the plural.

13. Gold is found both in California and Colorado.

You will now conclude that not only are improper correlatives often used, but also that proper correlatives are often improperly placed. This subject deserves more attention than is usually given to it in our grammar classes.

Paragraph 5.

1. February is not so long as March, but colder.

After the words ***not so long, as March*** should be used, and after ***colder, than March*** should be used, but neither ***as March*** nor ***than March*** can be used after both ***not so long*** and ***colder.*** In such cases it is always better to make the first part of the sentence complete, and then add the other part.

2. February is colder than March, but not so long.

3. I have always been, and always will be, an early riser; or, I have always been an early riser, and always will be.

4. He ought to go this evening, and he will.

5. Napoleon could not do otherwise than to retreat. (See paragraph 3, page 221.)

6. The visitor was no other than the Colonel.

7. That house is preferable to the other, and cheaper.

8. Such behavior is nothing else than disgraceful.

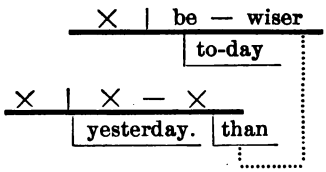
9. This is different from the old, but better.

10. The artist went to Italy, and remained there a year.

LESSON LVIII.

Paragraph 3.

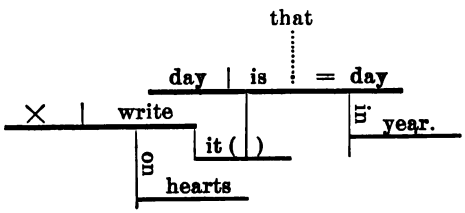
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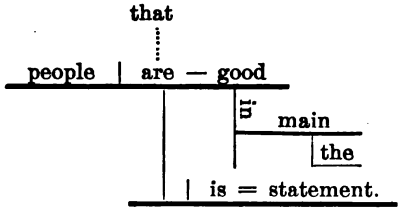
The complete sentence is "You be wiser to-day than you were wise yesterday." *Than* is a conjunctive adverb. I have diagrammed *to-day* and *yesterday* as adverbs, but see paragraph 7, page 277.

LESSON LIX.

2.

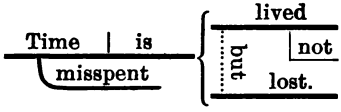


3.

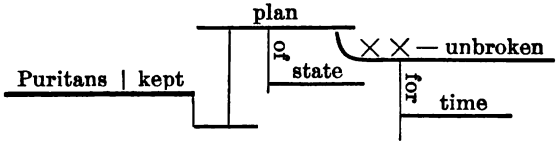


This means that people are good most of the time, or in most respects; but if we make *in the main* modify *people,* the sentence means that most people are good.

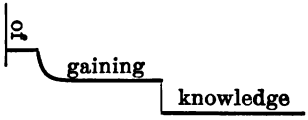
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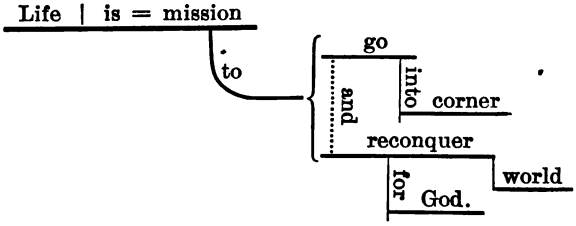
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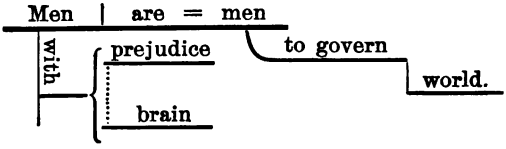
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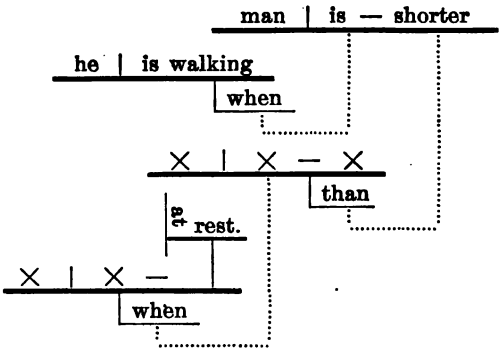
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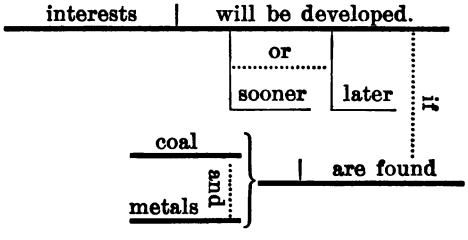


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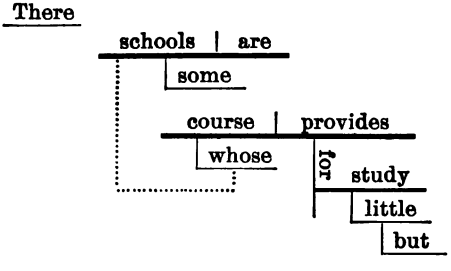


"A man is shorter when he is walking than he is short when he is at rest." ***At rest*** is an adjective phrase, modifying ***he,*** the understood subject; it expresses the condition of ***he.*** (See paragraph 1, page 281.)

10.

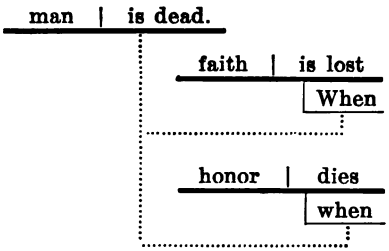


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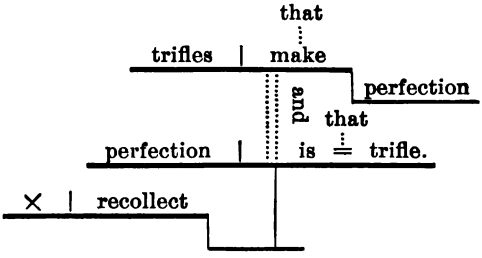


There is simply an expletive, and should not be connected with the sentence.

12.

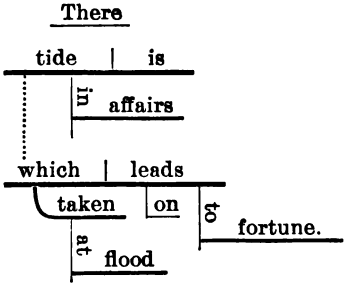


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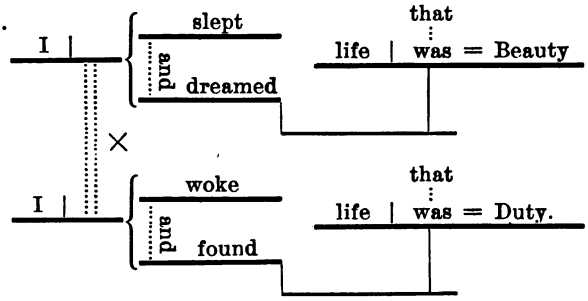


Notice that ***and that*** should not be taken together. ***And*** connects the two noun clauses, and ***that*** introduces the second noun clause.

14.

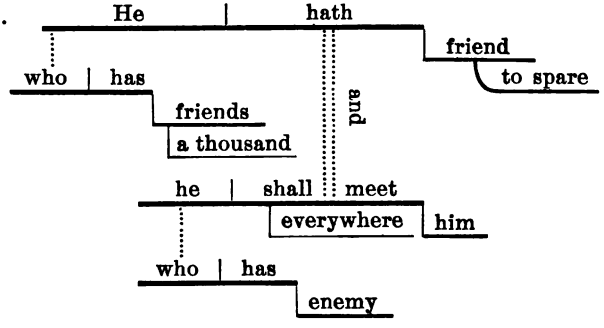


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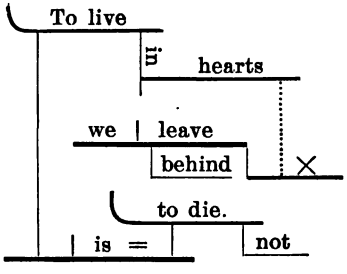
But understood is the connective.

16.



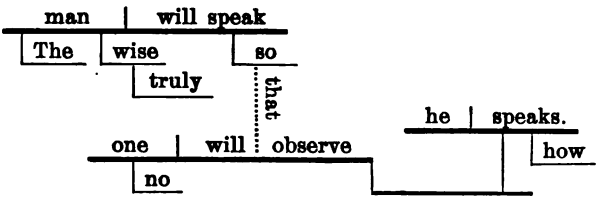
A thousand should be taken together as one adjective. (See paragraph 4, page 258.)

18.



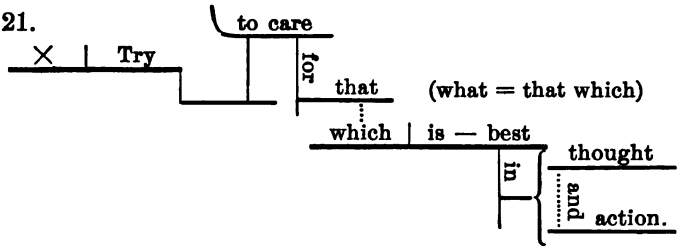
The object of ***leave*** is a relative pronoun understood.

19.



20. ***Her*** is objective attribute, and agrees in case with ***him.***

21.

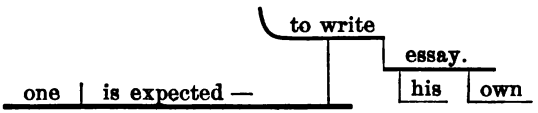


LESSON LX.

1. We should be careful, because each of us has his influence.

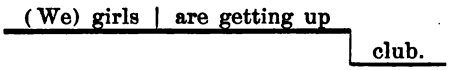
The antecedent of ***his*** is ***each.***

2. This is correct. The antecedent of ***his*** is ***one.***



3. We girls are getting up a tennis club.

We is in apposition with ***girls.***



Are getting up is a compound verb, transitive. What would the sentence mean if ***up*** were a preposition and ***club*** were its object?

4. Mathematics is very difficult for me.

5. Most persons behave very well in church.

Good is an adjective.

6. Two thousand dollars was divided among the five heirs.

Was should be ***were*** if ***two thousand dollars*** are considered as so many pieces of money rather than as a certain sum.

8. You will find me at home almost any time.

Time is in the objective case without a governing word.

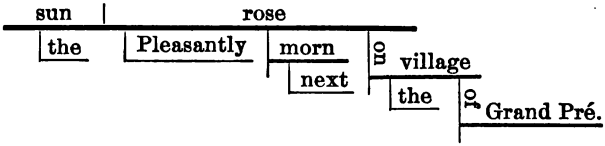
9. ***Morning*** is in the objective case without a governing word.

10. Plato believed that the soul is immortal.

If the soul ever was immortal it is immortal now. (See paragraph 12, page 264.)

11. Correct as it stands.

12.

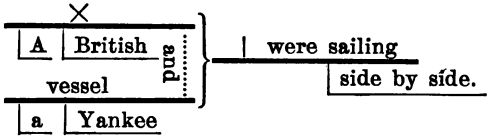


13.

Glorious is an adjective in predicate with the passive verb, ***is made.***

14. A British and a Yankee vessel were sailing side by side.

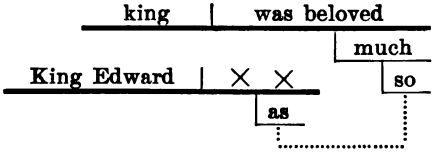
As there were evidently two vessels, the article ***a*** must be repeated.



Vessel is understood after ***British.*** ***Side by side*** can be taken together as an adverb.

15. No other king was ever so much beloved by his subjects as King Edward.

Other should be inserted, because a certain king was as much beloved as Edward, and that certain king was Edward himself.



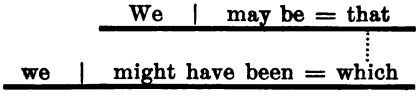
As is a conjunctive adverb.

16. ***Yours*** is in the objective case, object of the preposition ***of.*** (See page 248.) ***Times*** is in the objective case without a governing word.

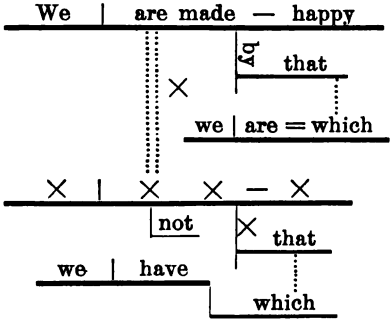
17. Of all poets, Longfellow is my favorite.

Longfellow is one of the poets, but he is not one of the ***other*** poets.

20.



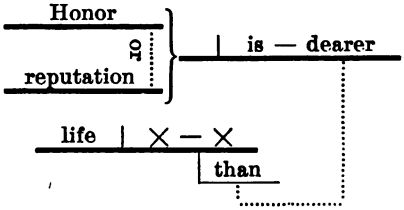
21.



The complete sentence is "We are made happy by what we are, but we are not made happy by what we have."

22. ***Poor*** and ***unkind*** are adjectives in predicate.

23. Honor or reputation is dearer than life.



The subjects are taken separately.

24. The house stood on a rather narrow strip of land. ***Rather*** is an adverb, modifying ***narrow.***

25. The remonstrance lay on the table.

The intransitive verb should be used, because there is no object, and the verb is in the active voice.

LESSON LXII.

Paragraph 2.

1. All men are mortal.
2. All may go, if they wish.
3. I am all alone.

Paragraph 3.

1. Andrew Jackson was born before the Declaration of Independence.
2. I have seen him before.
3. Andrew Jackson was born before the Declaration of Independence was signed.

Some authors would call ***before*** in this sentence a preposition, having the clause for its object.

Paragraph 4.

1. Man proposes, but God disposes.
2. All is lost but honor.
3. There is but one way to succeed.

Paragraph 5.

1. The governor proclaimed a fast.
2. The services were held on a fast day.
3. On such days the people usually fast.
4. The race horse trots fast.

Paragraph 6.

1. I have been in Kansas since Christmas.
2. I have not heard of him since.

By supplying an object in this sentence, ***since*** will be a preposition; as, "I have not heard of him since (that time)."

Since is sometimes a subordinate conjunction, meaning nearly the same as because; as, "Since you do not wish to go, I will remain at home."

Paragraph 7.

1. That story is almost beyond belief.
2. That is impossible.
3. He that is studious will learn.
4. When it was known that Hannibal had gained another victory, great consternation prevailed at Rome.

Paragraph 8.

1. Money was taken from the till.
2. The farmers till the soil.
3. The hunter persevered till he overtook the wounded deer.

LESSON LXIII.

Paragraph 5.

1. "My brave men," the general said, "charge for the guns!"
2. London, the largest city in the world, is in England.
3. Paris, which is situated on the Seine, is the capital of France.

4. No comma is needed in this sentence, because the parts are closely connected.

5. Maize, which is another name for Indian corn, grows in America.

6. The minstrel sang a song, played a tune, and danced a jig.

7. No, no, no, you cannot go.

8. A youth, a boy, or a mere child could answer that question.

9. No comma needed.

10. My friend, will you give me a dollar?

Paragraph 8.

1. No punctuation needed.

2. Saylor, the superintendent, has charge of the schools of Lincoln.

3. No punctuation needed.

4. Tennyson, the poet, wrote "In Memoriam."

5. Bryant, the American poet, wrote "Thanatopsis."

Paragraph 10.— Mary, Helen and Julia have gone.

This means that the speaker addresses Mary, and tells her that Helen and Julia have gone.

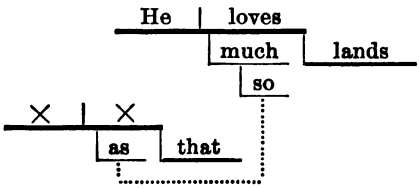
Mary, Helen, and Julia have gone.

This means that the three girls have gone.

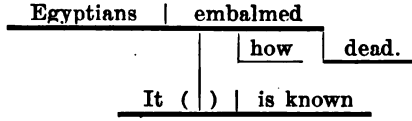
LESSON LXIV.

1. Talk not too much, nor talk of thyself.

2.

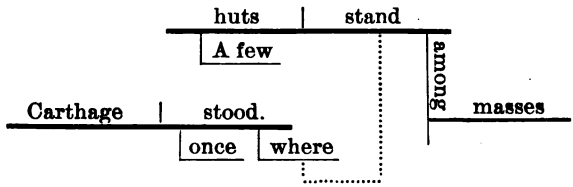


3.



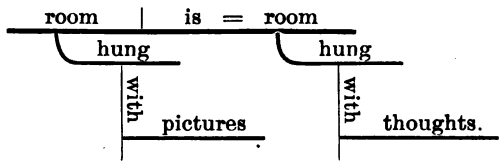
4. ***Since*** is a conjunctive adverb, modifying ***lived*** and connecting the dependent clause to ***has undergone.***

5.



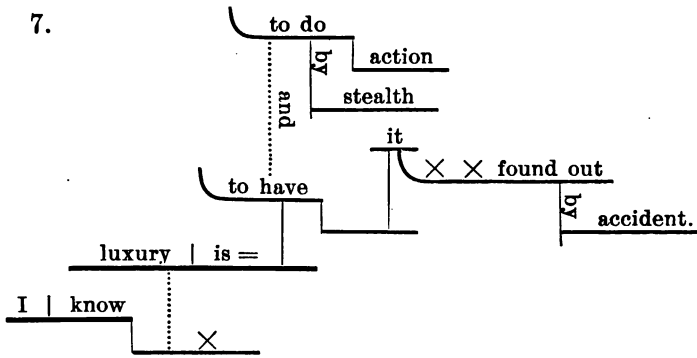
A few should be taken together as one adjective.

6.



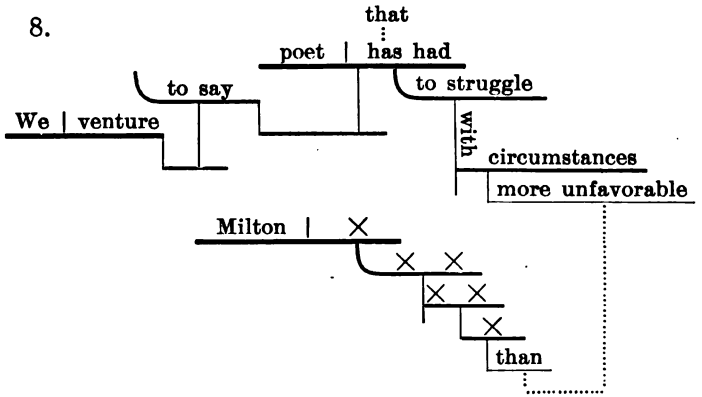
Hung is a past participle, passive.

7.



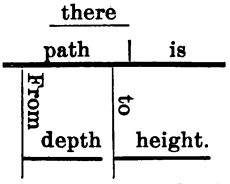
An understood relative is the object of ***know.*** ***It*** is the objective subject of an infinitive. ***Found out*** is a compound verb, meaning ***discovered.***

8.



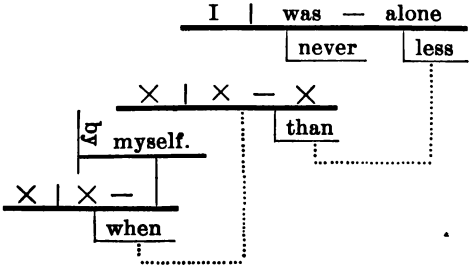
In regard to taking ***more unfavorable*** together, see paragraph 5, page 258. Some may think that ***to struggle*** is the object of ***has had,*** but ***has had*** does not denote possession in this sentence; it means about the same as ***was compelled.*** The understood words are "had to struggle with unfavorable circumstances."

9.



There is simply an expletive. ***Is,*** in this sentence, denotes existence, and is a complete verb; that is, it takes no complement.

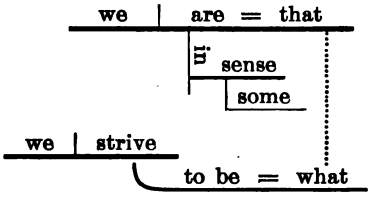
10.



I was never less alone than I am alone when I am by myself.

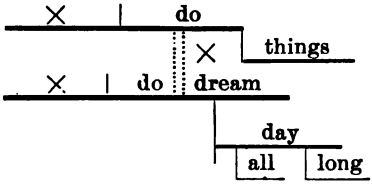
Notice that ***alone*** and ***by myself*** are adjectives.

11.



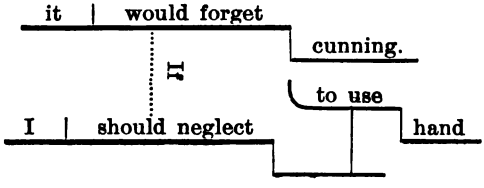
Strive is an intransitive verb; therefore the infinitive can not be its object. ***What*** is a simple relative, equivalent to ***which,*** and is in the nominative case to agree with ***we.***

12.



This is a compound sentence with the conjunction omitted. ***Day*** is in the objective case without a governing word. In such sentences, I have heard ***long*** called a preposition, meaning nearly the same as ***during.*** All day long = during all the day.

13.



LESSON LXV.

1. Correct.

2. My! doesn't that deer know how to run!

Don't is a contraction of ***do not.***

3. Two weeks' vacation is too much.

4. There are a man and a woman on the bridge.

5. This kind of people will never succeed.

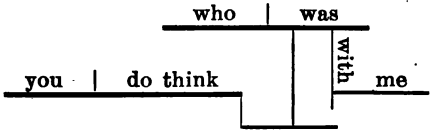
6. Have you any children's new shoes? or, Have you any new shoes for children?

7. This child is really sick.

8. Whom will you vote for?

9. Correct. ***Him*** is the object of have known.

10. Who do you think was with me?



11. Correct.

12. Many a captain, with all the crew, has been lost at sea.

The verb is singular to agree with its subject, ***captain.***

13. Correct. ***Others*** is the subject of appear.

14. I intended to go yesterday.

No one can intend to have gone.

15. This is in accordance with my plans.

16. Milton is more sublime than any of the other poets.

17. This opinion never has prevailed, and never can.

18. It has not only beauty, but utility.

19. We saw a man with a Roman nose digging a well.

20. He seems to have the esteem of all men.

Universal is unnecessary, because it means the same as the phrase, ***of all men.***

21. Correct.

22. Correct. ***Molasses*** is singular.

23. Neither the army nor the navy was represented.

24. Two of the boys have swum ashore.

Swam is the past tense, and should not be used with the auxiliary.

25. Ought we not to go?

26. The farmer went to his neighbor and said "My cattle are in your field"; or, "Your cattle are in my field."

27. Has the second bell rung?

28. He owned an old and a new house.

29. Correct. ***Governor*** is understood after the word ***old.***

30. Correct.

31. When shall we three meet again?

32. Better: The Nile is the longest river in Africa.

PART FOUR.

THIS part of the book is quite difficult, and is intended only for those who have completed PART THREE or some standard grammar.

The work in this part may not be considered practical, but it will prove very beneficial to all who wish to have a thorough knowledge of technical grammar.

LESSON I.

Although our text-books usually say very little about the different varieties of compound and complex sentences, their careful study will produce excellent results.

It is well known that one of the greatest difficulties pupils have in composition work is the proper connecting or combining of their sentences. Many pupils seem to have but little ability to discriminate between connectives. It is confidently believed that a careful study of this lesson will give pupils a clearer idea of the force of these little words and increased skill in their use.

Notice these sentences:

1. The bells rang, the whistles blew, the dogs barked, and the people shouted.

2. The bells rang and the whistles blew, but the dogs did not bark, and the people were silent.

The first sentence is compound, composed of four simple members. The second sentence is compound, composed of two compound members.

I would suggest that teachers study this subject care-

fully before attempting to pass judgment on the work done by the pupils in paragraphs 3 and 6.

Notice that the terms ***complex-compound*** and ***compound-complex*** are not used in this book.

LESSON II.

Paragraph 1.—In addition to the adverb clauses mentioned, we have adverb clauses of manner. In "He speaks as he thinks," the clause "as he thinks" expresses the manner of speaking.

The clause of specification, as given in the ninth sentence, is not recognized by many authors, but I think this disposition of the clause is much better than to supply a prepositional phrase and make the clause in apposition with the object of the preposition. There are also adverb phrases of specification. In "He endeavors to succeed" ***to succeed*** is an adverb phrase of specification.

LESSON IV.

Paragraph 10.—***Boys*** is a noun, common; neuter, third, singular; objective, in apposition with ***word.***

She is a noun, common; neuter, third, singular; nominative, subject of the verb ***is.***

Duke of Marlborough is a noun, proper; neuter, third, singular; nominative, in predicate with ***is.***

Paragraph 11.

Singular.	*Plural.*
brother-in-law's	brothers-in-law's
queen of England's	queens of England's
captain of the ship's	captains of the ship's
lieutenant-colonel's	lieutenant-colonels'

Lieutenant-colonel is treated as a simple word in forming the possessive.

LESSON V.

This is a difficult lesson, and every paragraph should receive careful study.

Paragraph 5.

1. ***Pilgrim Fathers*** is in the nominative by pleonasm.
2. ***Lord*** is in the nominative by exclamation.
3. ***Mr. President*** is in the nominative by direct address.
4. ***Dryden*** is in the nominative by subscription.
5. ***Lord*** is in the nominative by pleonasm.
6. ***Joy*** and ***happiness*** are in the nominative by exclamation.
7. ***Meeting*** is in the nominative absolute.

Paragraph 6.

Although illustrations of each sentence called for in this paragraph can be found on the preceding pages, I will give one more example of each.

1. To return good for evil, a difficult task, is enjoined upon us.
2. That my friend should succeed, an unexpected event, was very gratifying to me.
3. This labor, digging for coal, is very tiresome.
4. The precept, "Learn to labor and to wait," is an old one.
5. I wanted the teacher to be him.
6. Mr. Roberts, can you give me change for a five-dollar bill?
7. O Liberty! what crimes have been committed in thy name!
8. The prisoner, what did he say?
9. Three removes are as bad as a fire.—POOR RICHARD.
10. Governor Leedy having gone to Ohio, the lieutenant-governor acted as governor.
11. She becoming weaker every day, her friends took her to the mountains for her health.

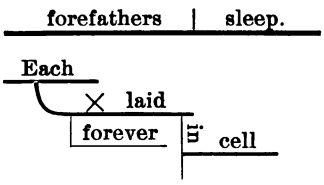
LESSON VIII.

Paragraph 1.—If for sentence *d*, of the objective case, we write "A governor is worth a senator," we shall have the word ***senator*** in the objective case without a governing word.

Paragraph 2.—Pronouns can be used in all of the constructions of paragraph 1 except *d*, *e*, and *h* in the nominative, *b* in the possessive, and *d* in the objective.

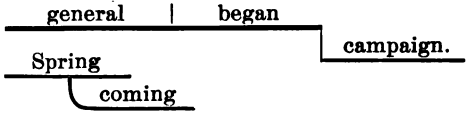
Paragraph 3.

2.

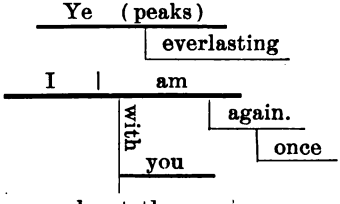


Each is an adjective pronoun, in the nominative absolute. ***Being*** is understood before ***laid.***

3.

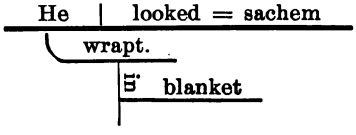


4.



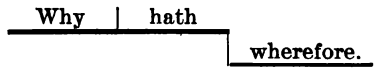
Once again means about the same as ***once more.***

5.



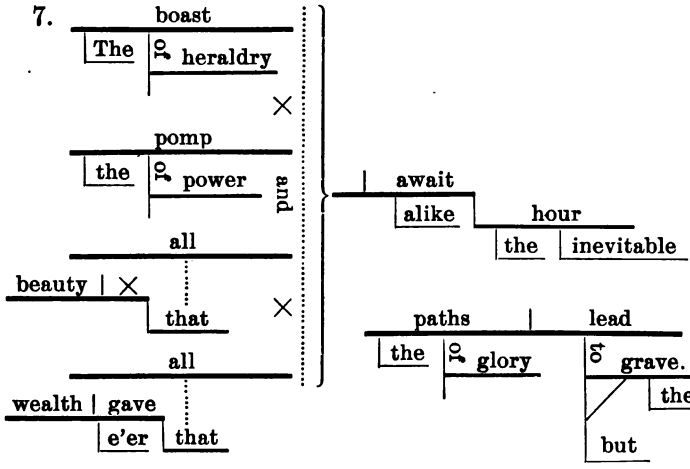
Do not supply *like* before ***sachem.*** He looked a sachem = he seemed a sachem. ***Wrapt in a red blanket*** may modify ***sachem.***

6.



Why and ***wherefore*** are common nouns.

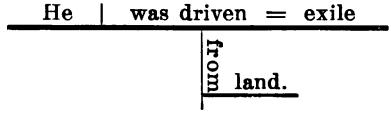
7.



These are two independent sentences, but a conjunction (***and, for,*** or ***because***) may be supplied. ***But*** modifies the phrase, ***to the grave.***

In some editions of Gray, the verb ***await*** is singular (awaits). This will make ***hour*** the subject, and the meaning will be "The inevitable hour (death) awaits the boast of heraldry," etc.

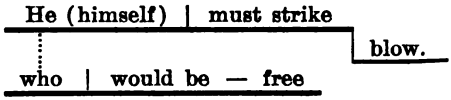
8.



Passive verbs frequently take a predicate noun after them.

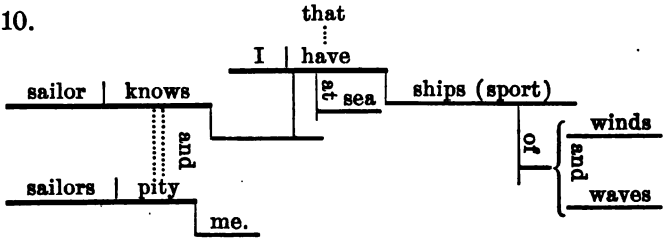
Who = whoever = he who.

9.

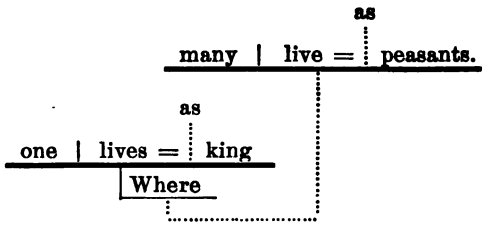


For the case of ***blow***, see top of page 244.

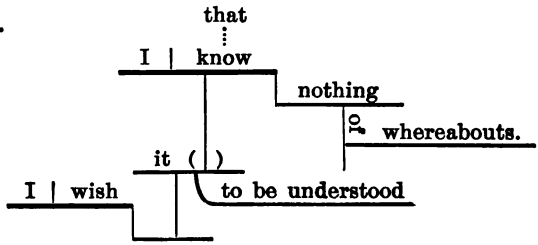
10.



11.



12.



"That I know nothing of his whereabouts" is a noun clause, objective case, in apposition with *it*.

LESSON IX.

Paragraph 5.

1. Restrictive.
2. Not restrictive.
3. Restrictive.
4. Not restrictive.
5. Restrictive.
6. Restrictive.
7. Restrictive.

Paragraph 6.

1. He was the first that entered.

We use ***that*** after the words ***all,**** ***very,*** and ***same,*** and after an adjective in the superlative degree. ***First*** may be considered a superlative.

2. This is the same story that we read before.

4. Was it you or the wind that shut the door?

5. All that I have is thine.

6. Yesterday I met an old friend, whom I failed to recognize.

The use of the comma after ***friend*** indicates that the clause is not restrictive. The meaning is that I met but one old friend, and that I failed to recognize him.

7. Yesterday I met an old friend that I failed to recognize.

The omission of the comma indicates that the clause is restrictive. The meaning is that I may have met several old friends, but I met only one that I did not recognize.

8. He sold his bay horse, which had been given to him.

The relative clause is not restrictive. He had but one bay horse. The hearers did not know that he sold the horse, nor did they know that the horse had been given to him. The speaker gave information in both clauses.

9. He sold the bay horse that had been given to him.

The clause is restrictive. The meaning of the sentence

* When *all* refers to persons, it is not always followed by *that*.

is that the owner had several bay horses and that one had been given to him. The hearers knew which horse was given to him, but they did not know that the owner had sold that horse. The speaker, then, gave information in only one clause.

LESSON X.

Paragraph 1.

1. I love such as love me.

As is the subject of ***love.***

2. Tears, such as angels weep, burst forth.

As is the object of ***weep.***

3. I shall not learn my duty from such as he (is).

As is nominative, in predicate with ***is.***

4. The first ***as*** is an adverb of degree. (The modifier of an adjective pronoun is an adverb.) The second ***as*** is a relative pronoun, subject of ***were called.***

Paragraph 3.

1. Where breathes the foe but falls before us.

But is the subject of ***falls.***

2. There is not a man here but knows it.

But is the subject of ***knows.***

3. There is no wind but soweth seeds of a better life.

But is the subject of ***soweth.***

Paragraph 4.

1. All the wealth he had ran in his veins.

The understood relative is the object of ***had.***

2. Men will reap the things they sow.

The relative is the object of ***sow.***

3. Let not harsh words mar the good we might do here.

The relative is the object of ***might do.***

4. Take the goods the gods provide thee.

The relative is the object of ***provide.***

5. The orator we heard is from Kentucky.

The relative is the object of ***heard.***

Paragraph 5.

1. (He) who steals my purse steals trash.
2. (They) whom the gods love die young.
3. Let him be (the person) who he may (be).

Paragraph 8.

1. Select whomsoever you wish.

Use the objective form, because in the subordinate clause it is the object of ***to select*** understood.

2. Give it to whoever wants it.

Use the nominative form, because its office in the subordinate clause is the subject of ***wants.*** The understood antecedent is the object of ***to.***

3. Whoever lives long will find trouble.

Use the nominative form, because it is the subject of ***lives*** in the dependent clause.

4. The prize is for whoever wins it.

Use the nominative form, because it is the subject of ***wins*** in the subordinate clause.

LESSON XI.

Paragraph 2.

1. It is I that is standing here.
2. It is they that was responsible.

The sentences as written above are logically correct, but good usage recognizes the predicate nominative as the antecedent of ***that.*** This will change ***is*** to ***am,*** and ***was*** to ***were.***

Paragraph 3.

1. Neither of us is willing to give up his claim.

The antecedent of ***his*** is ***one,*** understood after ***neither.***

If two of us have the claim in partnership, the sentence should read "Neither of us is willing to give up our claim."

2. John and I have finished our lessons.

When a pronoun has more than one antecedent, and these antecedents differ in person, the pronoun takes the form of the second person in preference to that of the third, and the form of the first person in preference to that of either the second or the third.

3. John and you have your lessons.

Your is plural, because it agrees with *John* and *you* taken together.

4. Each member of this class must have his own book.

5. Two or three of us have finished their work.

Their agrees with *persons* understood.

6. The mother, as well as the father, must do her part.

The antecedent of *her* is *mother.*

7. If you should find my horse or cow, please bring it to me.

Use the singular pronoun, because the two antecedents are singular and are taken separately. Use the neuter form, because it can be correctly applied to both horse and cow.

Paragraph 4.

1. This is the friend that I love.

2. Correct. *Has done* is third person to agree with *who,* and *who* agrees with *man.* Some would use *that* instead of *who.*

3. Take that book, which I left on the table, to the library.

The relative clause is not restrictive, because the adjective *that* definitely points out which book is meant. If *that* is changed to *the,* the sentence should read "Take the book that I left on the table to the library." The

clause must be restrictive now, because there is nothing else to point out definitely which book is meant.

4. There was a bird that was web-footed caught by the fox.

5. The prisoner, who committed the crime, was sentenced by the judge.

If the hearers knew that the prisoner committed the crime, the clause should be restrictive, and ***that*** should be used instead of ***who.*** As I have corrected the sentence, it means that the speaker gives information in both clauses.

6. Correct.

7. Jamestown was the first permanent settlement that was made in the United States by the English.

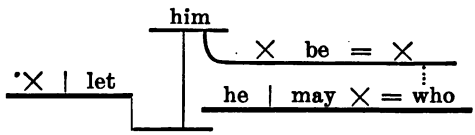
Paragraph 5.

1. Whom will you select for secretary?

Whom is the object of ***will select.***

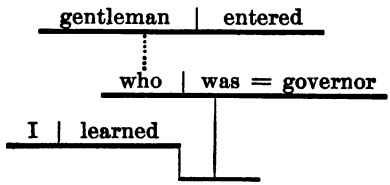
Let him be who he may (be).

2.



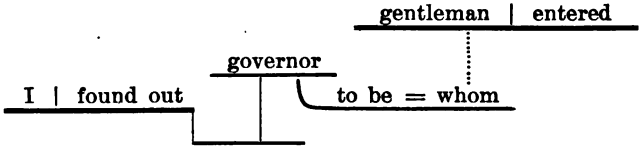
The complete sentence is "You let him to be the person who he may be." ***Person*** is an objective attribute, agreeing with ***him.***

3. Correct. ***Who*** is the subject of ***was.***



It may seem that ***who*** is in a noun clause, thus contradicting the statement previously made that a relative pronoun is always in an adjective clause. "Who was governor" is a noun clause, the object of ***learned,*** but the entire clause, "Who I afterwards learned was governor," is an adjective clause.

4. A gentleman entered whom I afterwards found out to be the governor of the state.



5. Whom shall I go to?

Whom is the object of ***to.***

6. Her who studies the teacher will commend.

The teacher will commend her who studies.

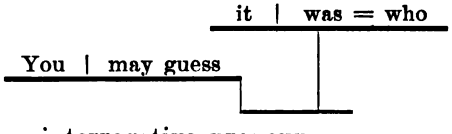
7. Give the letter to Henry, him who is standing by the gate.

Him is in apposition with ***Henry.***

8. I refer to Newton, him who discovered the law of gravitation.

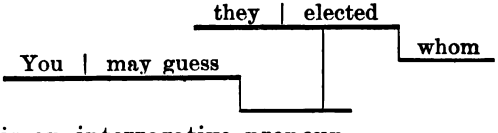
Him is in apposition with ***Newton.***

9. Correct.



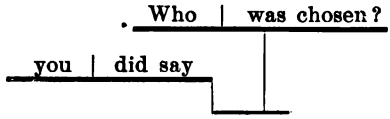
Who is an interrogative pronoun.

10. Correct.



Whom is an interrogative pronoun.

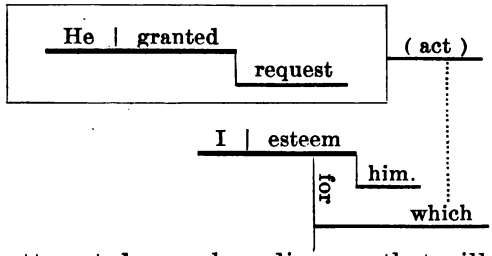
11. Who did you say was chosen?



LESSON XII.

Paragraph 1.

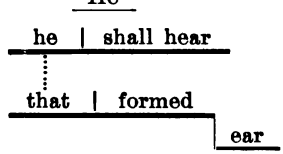
1.



I have attempted to make a diagram that will indicate that ***act*** is in apposition with the clause.

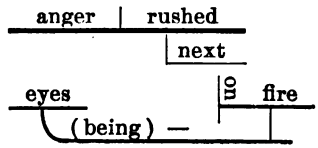
I would call ***act*** in the nominative case, although the clause is not in the nominative case, because it is not a noun clause. This construction is peculiar and occurs but seldom.

2.



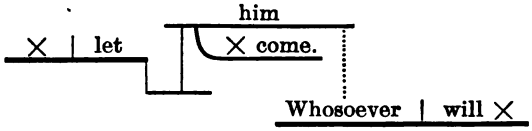
He is in the nominative by pleonasm.

4.



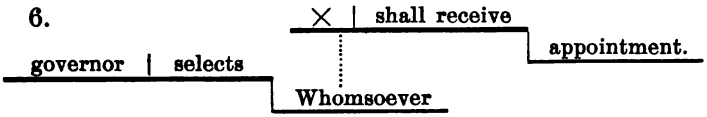
Eyes is in the nominative absolute. *On fire* is an adjective phrase, describing the condition of the eyes.

5.



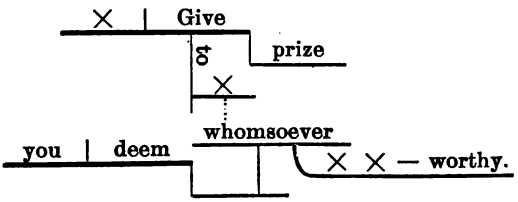
This sentence is not strictly correct, because a compound relative is used and its antecedent is expressed.

6.



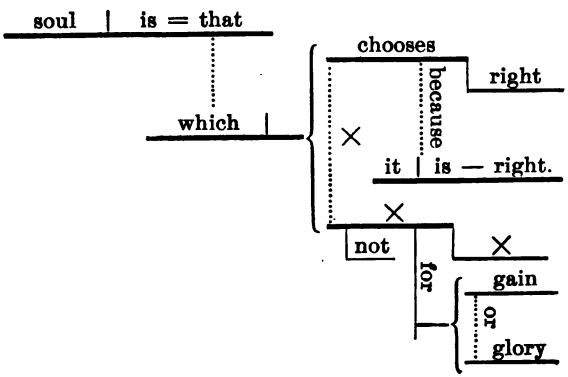
Whomsoever = he whom.

7.

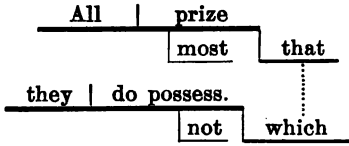


LESSON XIII.

1.

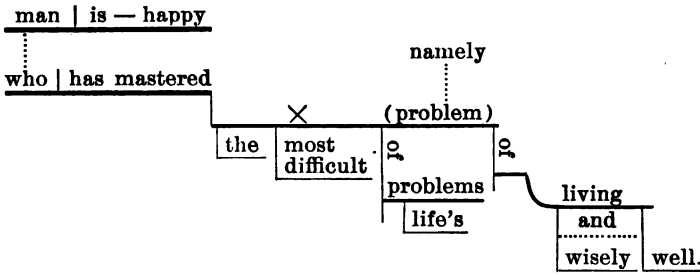


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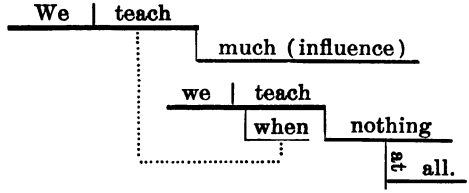


(what = that which)

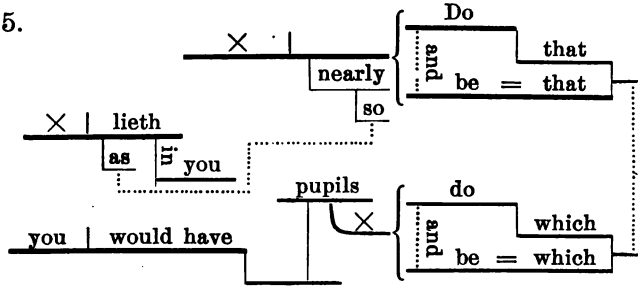
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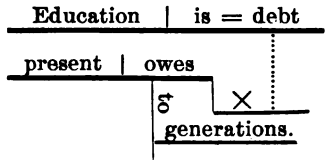


5.



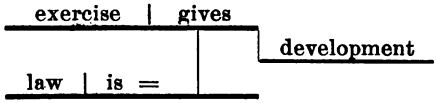
It understood is the subject of *lieth.* The words *that* and *which* are repeated in the diagram, because each one is the object of one verb and in the predicate with another. Notice the joining of each pair before connecting the relative with its antecedent.

6.

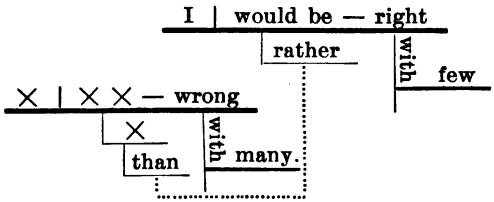


The connective is an understood relative.

7.



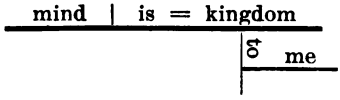
8.



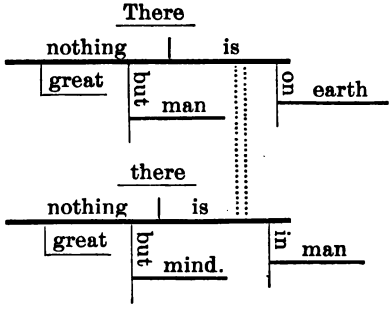
I would be is understood in the subordinate clause. ***Rathe,*** the old positive of ***rather,*** is also understood.

9. This is not a sentence. ***Friendship*** is in the nominative by exclamation, and ***cement, sweetener,*** and ***solder*** are in apposition with it.

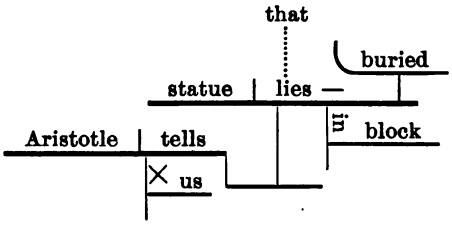
10.



11.

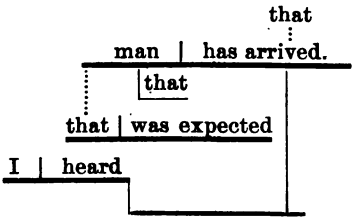


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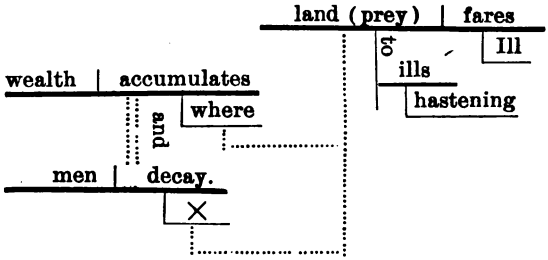


The phrase ***in block*** may modify either ***lies*** or ***buried,*** or it may modify ***lies buried.***

13.

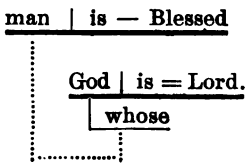


14.



Another ***where*** is understood.

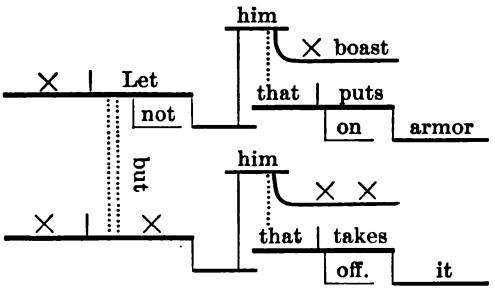
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LESSON XIV.

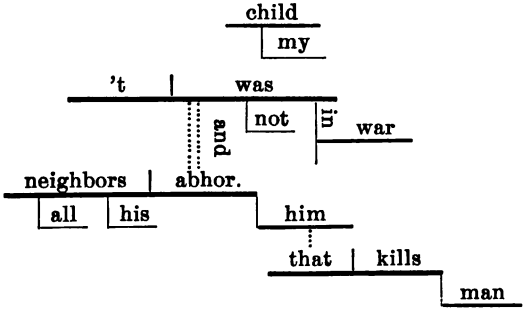
Paragraph 1.

1.

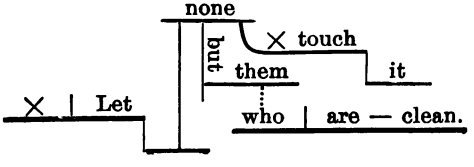


He should be changed to ***him***, because it is the objective subject of the infinitive ***to boast*** understood.

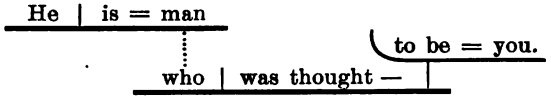
2. Correct. ***No*** modifies a preceding remark made by the child. ***O*** is an interjection.



3. Let none touch it but them who are clean.

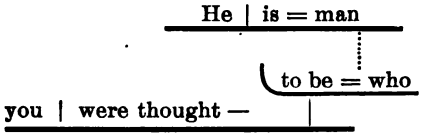


4. Correct.

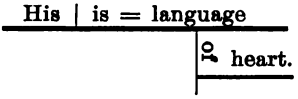


The infinitive phrase has the construction of an adjective, in the predicate. It may appear to some that the infinitive has an adverb construction, modifying ***was thought,*** but it is certainly an adjective. Notice this sentence: "He was thought wise." All will agree that ***wise*** is an adjective. "He was thought to be wise." Now the phrase is the predicate adjective.

5. Correct. ***Who*** agrees in case with ***you.***

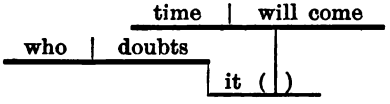


6. Correct.



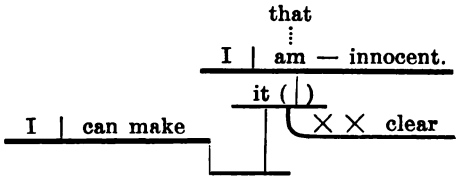
His is not usually classed as a possessive pronoun, but I can see no reason why it may not be a possessive pronoun as well as ***hers*** or ***yours.*** If ***hers*** is a possessive pronoun in "Hers is the language of the heart," certainly ***his*** is a possessive pronoun in this sentence, and is in the nominative case. If we supply the word ***language, his*** becomes a personal pronoun in the possessive case.

7. Correct.

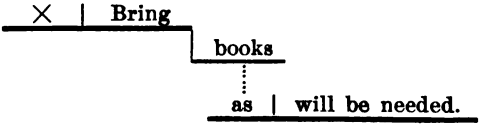


The clause is in the objective case, in apposition with ***it.***

8. Correct.

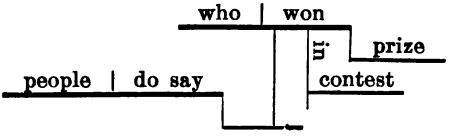


9.



As is a relative pronoun.

10.



LESSON XV.

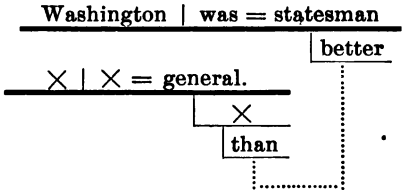
Paragraph 3.—Some pupils will have trouble in distinguishing between "a good old man" and "a good, old man." When I say to you "He is a good old man," I take it for granted that you know he is an old man, and I add ***good*** to the idea expressed by ***old man;*** but if I say to you "He is a good, old man," I take it for granted that you only know he is a man, and I add two modifications to the idea expressed by ***man.***

Paragraph 4.—If in such expressions as "six thousand men," we call ***thousand*** an adjective modifying ***men,*** we shall have ***six,*** a numeral adjective modifying an adjective. For this reason many prefer to call ***thousand*** a noun, modified by the numeral ***six.***

The logical plan is to parse the two words together as one adjective.

LESSON XVI.

1. Washington was a better statesman than general. (See paragraph 1, page 258.)



Washington was a better statesman than he was a good general.

I confess I do not like this method of supplying, but it seems to be the only way to dispose of the comparative degree and *than.*

2. This man of all men is most to be pitied.

To say "this man of all others," is to say that this man is one of the other men.

3. The Russian Empire is more extensive than any other nation on the globe (is extensive).

4. Correct. The diagram is similar to that of the first sentence.

5. The banner of the United States is a red, white, and blue flag.

Repeating the article would indicate that there are three flags.

6. Fire is a better servant than master.

7. A rosy-faced and a pale girl were seen sitting side by side.

As the verb is plural and the expression "side by side" is used, we infer that there were two girls. To make the subject mean two girls, the article must be repeated.

8. A rosy-faced and pale girl was seen in the company.

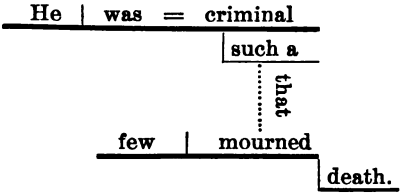
Judging from the latter part of the sentence, there was

but one girl; therefore, the article should not be repeated. If it seems a contradiction to say "a rosy-faced and pale girl," we can repeat the article and make the verb plural.

9. The pen is a mightier weapon than the sword (is a mighty weapon).

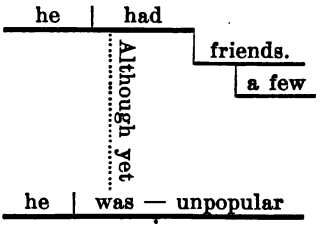
10. He was such a criminal that few persons mourned his death.

From the first part of the sentence we infer that the speaker wanted to say that very few mourned his death; but to say *a few* means that more mourned his death than one would expect.



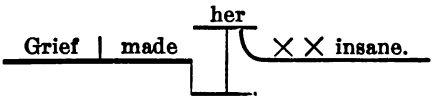
11. Although he was unpopular, yet he had a few friends.

He had more friends than you would suppose.



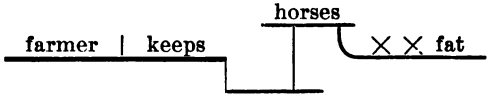
Parse *a few* together. Use *although yet* as a strengthened conjunction.

12. Correct.

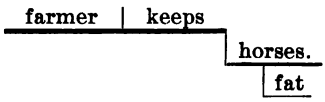


13. He was struck dead.
Correct. ***Dead*** is an adjective in predicate.

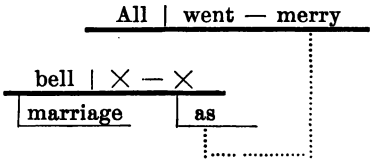
14. Correct.



Notice that the sentence is not "The farmer keeps fat horses." The latter would be diagrammed thus:

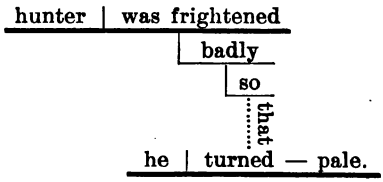


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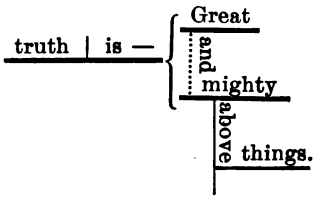


All went merry as a marriage bell goes (or is) merry.
Notice that merry is an adjective, not an adverb.

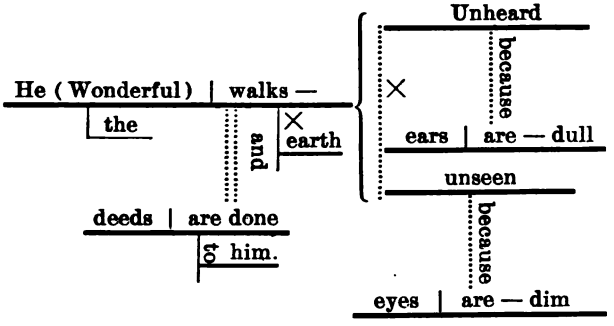
16.



17.



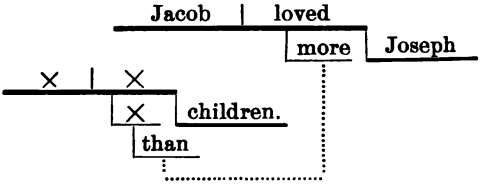
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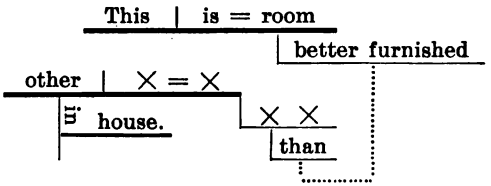
19. Give him these memoranda.

Memoranda is plural.

20. Jacob loved Joseph more than all his other children.

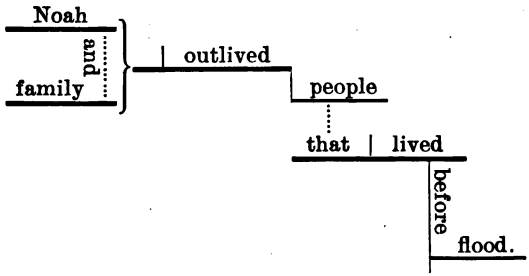


21. This is a better furnished room than any other in the house (is a well-furnished room).

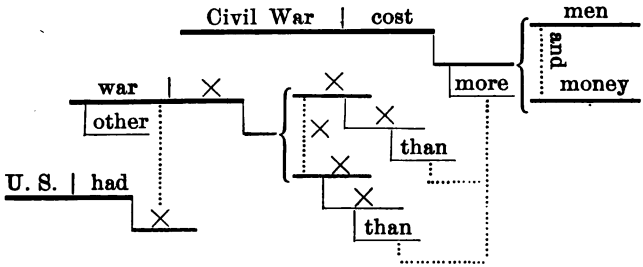


22. Noah and his family outlived all the other people that lived before the flood.

As Noah and his family lived before the flood, they could not outlive ***all*** the people that lived before the flood.

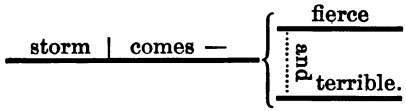


23. The Civil War cost more men and money than any other war the United States had.



The location of ***more*** shows that it modifies both ***men*** and ***money.*** "Any other war cost many men and much money."

24.



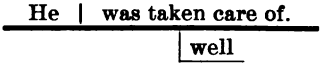
LESSON XVII.

Paragraph 8.—The class of verbs known as copulative should not be considered co-ordinate with transitive and intransitive. Copulative verbs are a subclass of intransitive verbs.

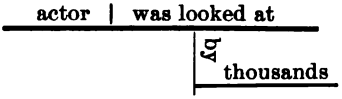
Some pupils and teachers get the idea that because the

verb *be* is classed as a copulative verb it is always incomplete, or, in other words, always requires a complement. This is not the case. When *be* simply denotes existence, it is a complete verb. In "There was a sound of revelry by night," *was* is a complete verb.

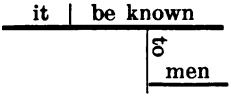
Paragraph 13.

1. 

Was taken care of should all be parsed together as one verb.

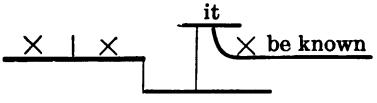
2. 

Was looked at is a compound verb.

3. 

Be known is in the imperative mode, but is in the third person. (See paragraph 7, page 263.)

Some would prefer the following diagram:



(You) let it (to) be known to all men.

4. Corn is being gathered all over the country.

The verb, ***is being gathered,*** is passive, progressive.

5. I built three houses last year.

The past tense should be used, because last year is fully past.

6. I have built three houses this year.

Use the present-perfect tense, because this year is not fully past.

7. After we had visited Paris we returned to the United States. (See paragraph 11.)

8. It was proved years ago that the air has weight.

LESSON XVIII.

Paragraph 2.

1. He knew who would betray him.

This is correct if the meaning is that he knew who willed to betray him. But if the sentence means that he knew by whom it was destined that he should be betrayed, the sentence should read "He knew who should betray him."

2. What shall I do?

3. When shall we finish this book?

4. I shall pay him to-day, if he should demand it.

5. We shall be pleased, if you will favor us.

6. He was afraid that he should not succeed.

7. It will probably rain to-day.

8. Shall he be allowed to go on?

This means that I do not think he ought to be allowed to go on; but if the sentence is "Will he be allowed to go on?" the speaker is simply asking for information.

9. If we should go to the concert, should we hear good singing?

10. Would that Crete were free!

LESSON XX.

Paragraph 8.

1. Neither he nor you were there.

The verb should be plural to agree with *you.*

2. Correct. The subject is two phrases taken separately.

3. Eight horses are no part of twelve cows.

The subject is not eight considered abstractly, but eight horses.

4. Correct. The subject is eight, considered as a mere number.

5. There were not a little tact and shrewdness in the transaction.

There are two subjects, *tact* and *shrewdness.*

6. Correct.

7. He and his father too was on the lost steamer.

The speaker's aim is to tell that the father was on the steamer; the hearers knew that *he* was on the steamer.

8. He as well as his father was on the lost steamer.

The speaker's aim is to tell that *he* was on the steamer; the hearers knew that the father was on the steamer.

9. Correct. The verb agrees with *names,* the nearer subject.

10. Correct. The noun *pupils* is one of multitude.

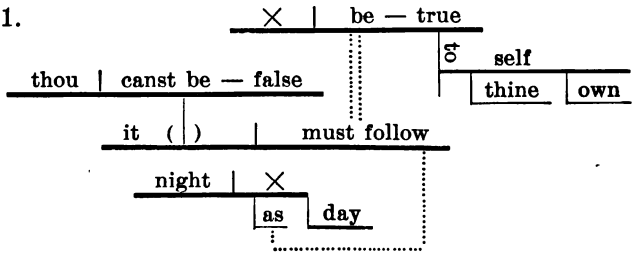
11. Three-fourths of his hair is gray. *Hair* is a noun of magnitude.

12. Correct. The subject is *bushels.*

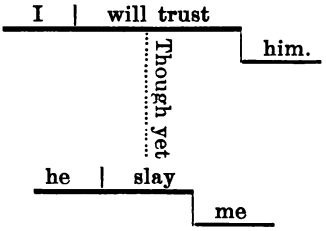
13. Forty bushels of wheat are sometimes obtained from one acre of ground.

LESSON XXI.

1.

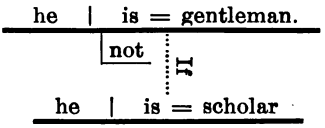


2.

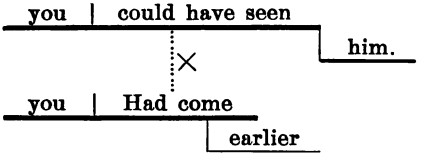


Though yet is a strengthened conjunction. ***Slay*** is in the subjunctive mode, present tense.

3.

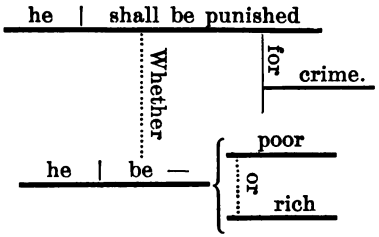


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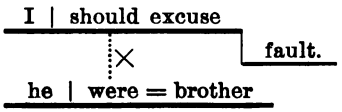
The connective is *if* understood. ***Had come*** is not subjunctive.

5.



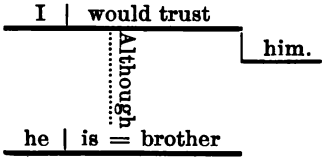
Be is in the subjunctive, present.

6.

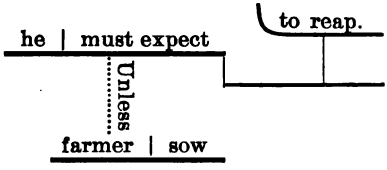


The connective is *if* understood. ***Were*** is subjunctive past, but denotes present time.

7.



8.



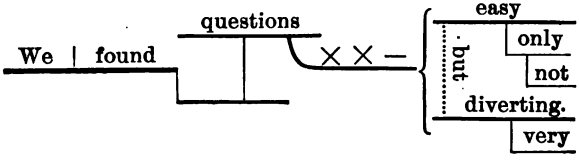
Sow is in the subjunctive. Notice that before all these subjunctives ***shall*** or ***should*** can be supplied without changing the meaning.

9. I wish that he were wealthy.

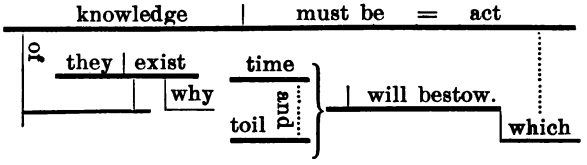
Were is subjunctive past, denoting present time. ***Was*** is indicative past, denoting past time. The speaker did not wish that he was or had been wealthy, but that he were wealthy now.

Notice that we often find a subjunctive after ***wish,*** although no connective, such as ***if, unless,*** etc., is used; as, "I wish I were at home"; "I wish my friend were well."

10. We found the questions not only easy, but very diverting.



11.



LESSON XXII.

Paragraph 10.

1. The wheat ***shipped*** this fall was sold for a dollar a bushel.

2. The boy went ***singing*** to his work.

3. After ***reading*** several chapters, he laid the book away.

4. By ***working*** in the gold fields of Alaska, he soon became rich.

5. Without the ***plowing*** of the fields and the ***sowing*** of the seed, the farmer can not expect a crop.

6. ***Climbing*** mountains is hard work.

7. I enjoy ***hearing*** good music.

8. By ***answering*** the questions correctly he obtained a certificate.

Paragraph 11.

1. Youth is the time ***to learn.***

2. Youth are expected ***to learn.***

3. ***To discover*** a new continent is no longer possible.

4. ***To recite*** without making a mistake is not easy.

6. "***To be*** contents his natural desire."

7. Try ***to become*** wiser every day.

8. Nothing remains to be done but ***to begin*** again.

But is a preposition, and ***to begin*** is its object. The phrase ***but to begin*** modifies ***nothing.***

Paragraph 12.

1. ***To return*** to the subject of reading, "Have you read Victor Hugo's masterpiece?"

2. I came *to see.*

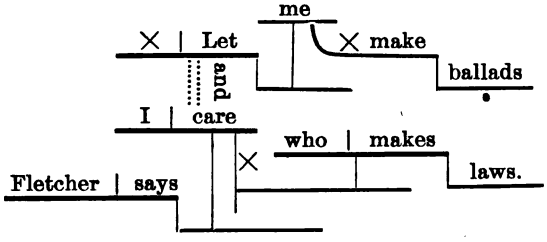
3. I am anxious *to see.*

4. He is too feeble *to endure* the strain of the campaign.

To endure modifies *too.*

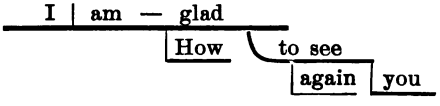
LESSON XXIV.

1.

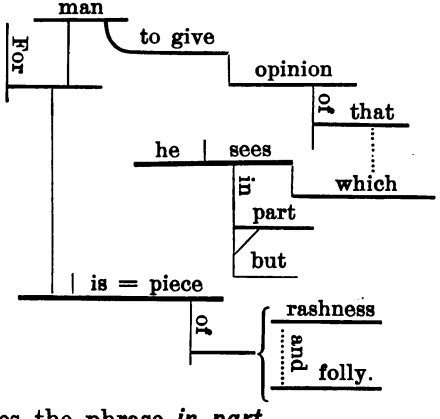


Care is an intransitive verb, and will not take an object. The clause, "who makes the laws," is the object of a preposition understood.

2.

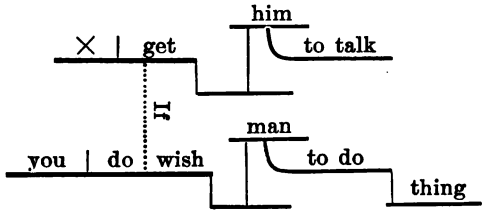


4.

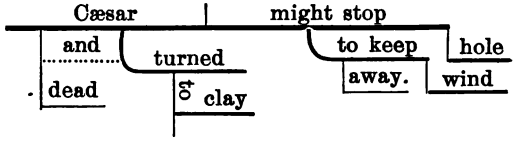


But modifies the phrase *in part.*

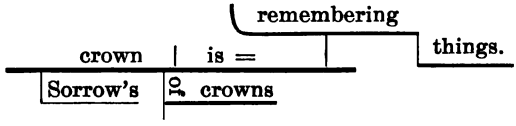
5.



6.

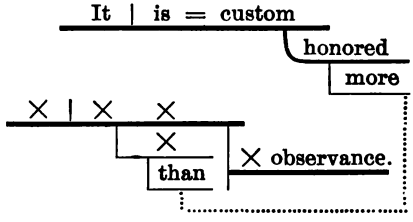


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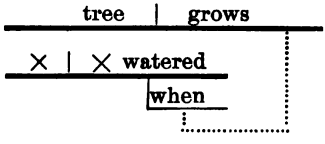
Notice that ***remembering*** is not a part of the verb.

8.

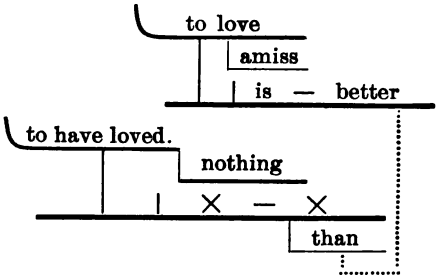


It is a custom more honored in the breach than it is much honored in the observance.

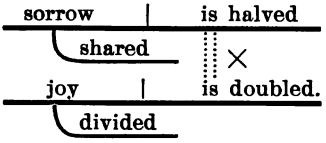
9.



10.

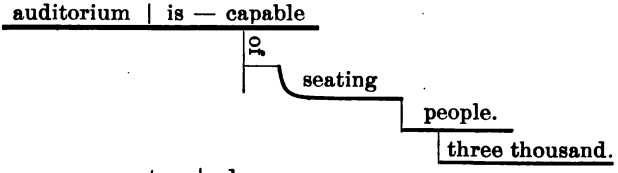


11.

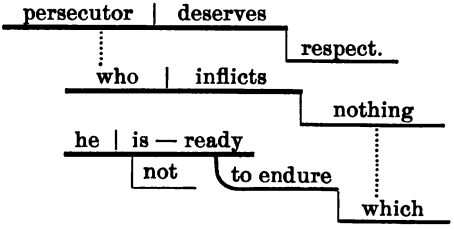


The connective is ***but*** or ***and*** understood.

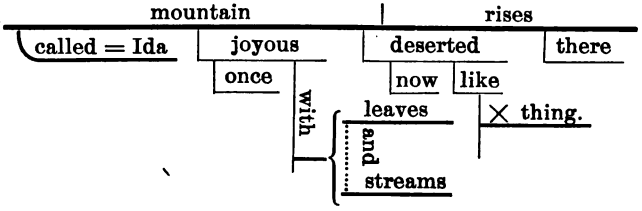
12.



13.

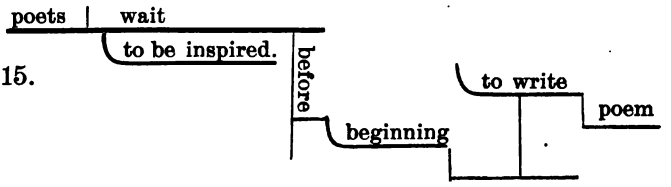


14.



Ida is in the nominative, agreeing with ***mountain.***

Like is an adverb, meaning ***similarly.*** ***Thing*** is the object of ***to*** understood.



LESSON XXV.

Paragraph 10.

2. The guard stood just below the gate.

Just modifies the preposition ***below.***

3. The dogs were beaten nearly to death.

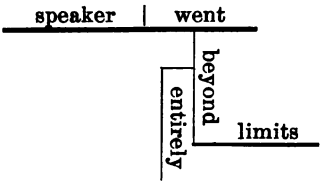
Nearly modifies ***to death.***

4. The sun shines even on the wicked.

Even modifies the phrase.

5. The speaker went entirely beyond the limits of courtesy.

Entirely modifies ***beyond.***



Paragraph 11.

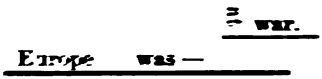
2. In order to have a relative adverb there must be a conjunctive adverb connecting a dependent adjective clause to a noun in the independent clause.

"This is the place where the general was killed."

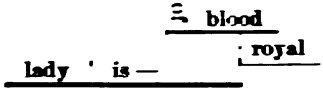
LESSON XXVII.

Paragraph 1.

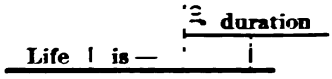
1.



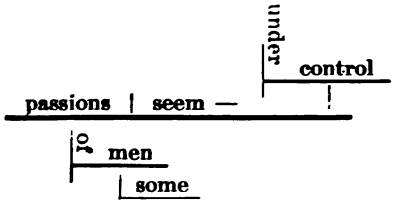
2.



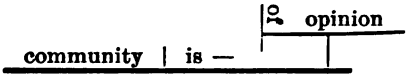
3.



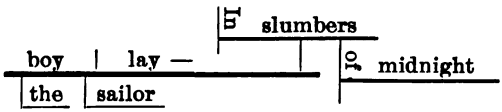
4.



5.



6.

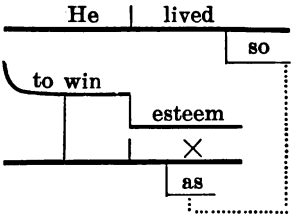


In slumbers does not tell where he lay; it tells his

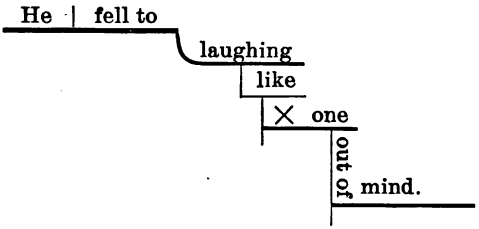
condition while he was lying. The meaning is about the same as "He lay fast asleep."

PAGE 282.

2.

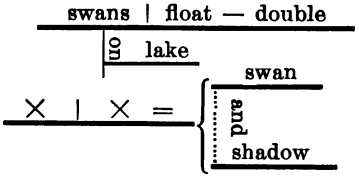


4.



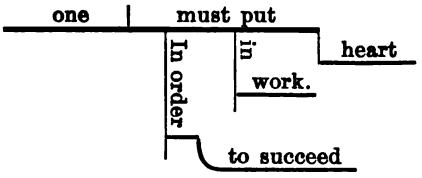
PAGE 283.

8.

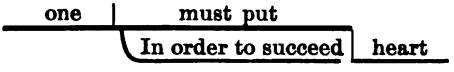


No connection need be placed between the two sentences.

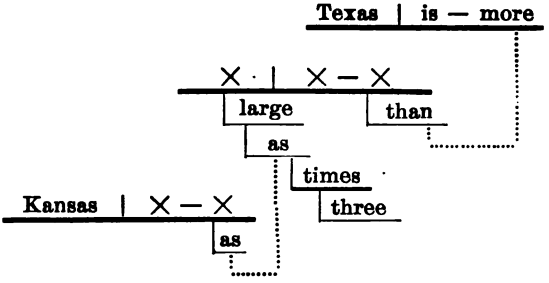
10.



Or,

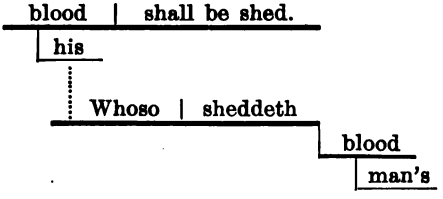


11.



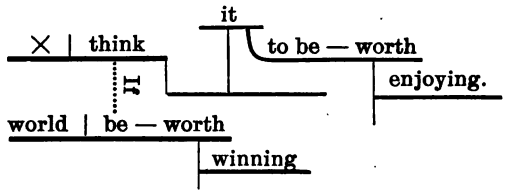
Texas is more than extent, three times as large as Kansas is large, is much.

1.



PAGE 284.

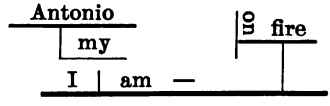
2.



The second *think* need not be written in the diagram. *Enjoying* and *winning* are in the objective case without a governing word.

Be is in the subjunctive mode.

3.

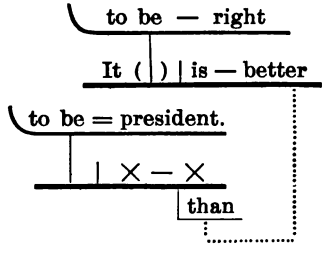


Notice that *on fire* is an adjective phrase, modifying *I*. *Entirely* modifies the phrase *on fire.*

4. This sentence is the same as the third, except that *my* is an interjection.

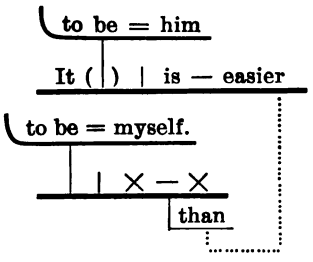
5. This sentence is the same as the third except that *on fire* is an adverb phrase, modifying *am standing.*

6.



Right modifies the understood subject of *to be. President* is in the objective case to agree with the understood subject of *to be.*

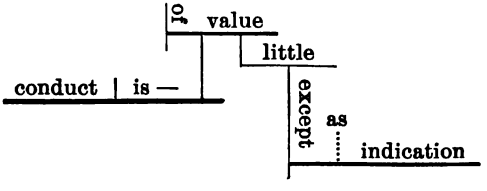
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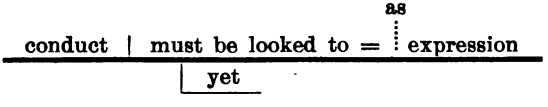
Him and *myself* are in the objective case to agree with the objective subject *(me)* of the infinitive *to be.*

8. *Of practical value* is an adjective phrase in the predicate.

9.



10.

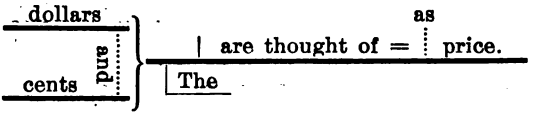


Must be looked to is a compound passive verb, meaning the same as ***must be regarded.*** With this meaning, it takes ***expression*** as a complement.

11.

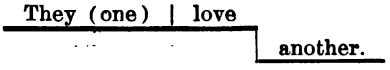
Fell is a copulative verb here, meaning nearly the same ***became.*** ***Asleep*** is an adjective.

12.

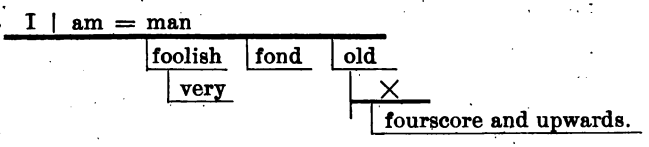


Are thought of = are regarded.

14.



15.



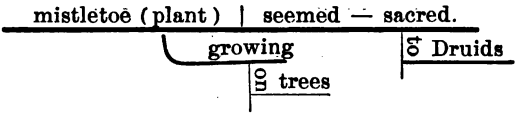
Years, understood, is in the objective case without a governing word.

Fourscore and upwards can be taken together as a numeral adjective modifying ***years.***

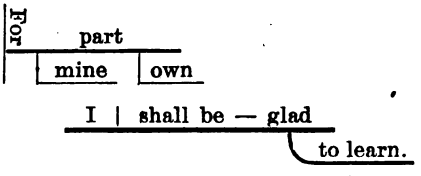
16. ***Dim*** is an adjective in predicate.

17. ***Aghast*** is an adjective in predicate.

18.

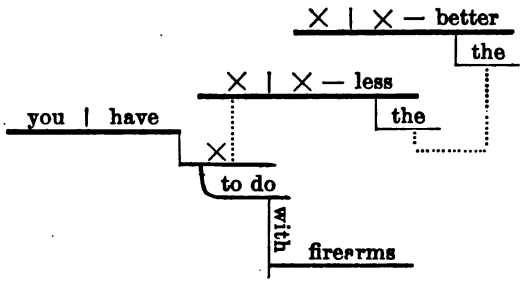


19.



The phrase, ***for mine own part,*** is used independently. ***Mine*** is used for ***my,*** in accordance with an old custom.

20.

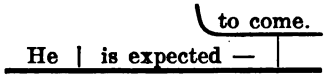


The less care which you have to do with firearms, the better it is.

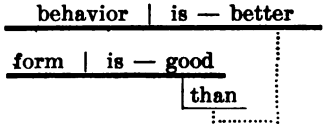
The, modifying ***better,*** is an adverb of degree, and ***the,*** modifying ***less,*** is a conjunctive adverb. (See paragraph 9, page 278.) ***Which,*** understood, is the object of ***have.***

The disposition of the sentence given here is not quite the same as that given in the grammar.

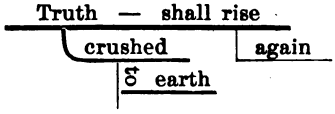
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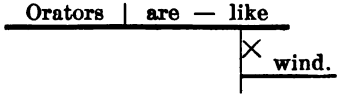
22.



23.

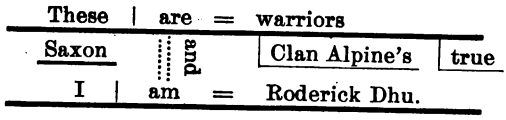


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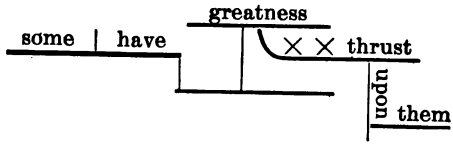


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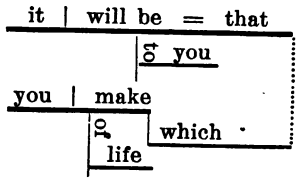
25.



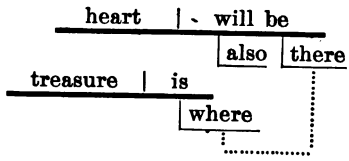
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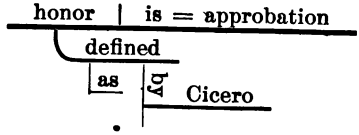
27.



28.

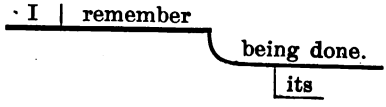


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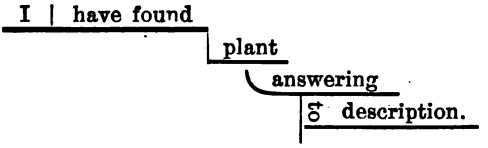


As is an adverb of manner.

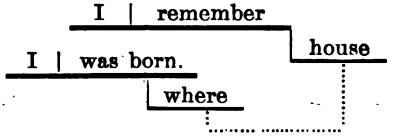
30.



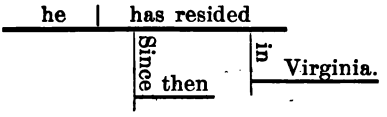
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32.

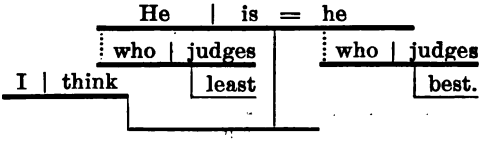


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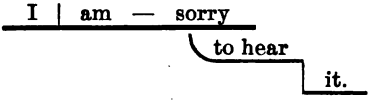


Since is a preposition. *Then*, meaning *that time*, can be considered a noun.

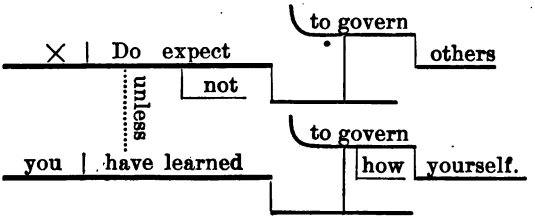
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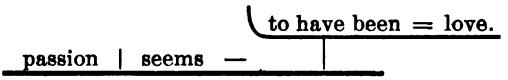
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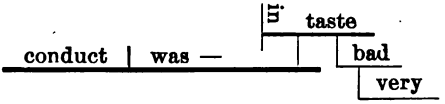


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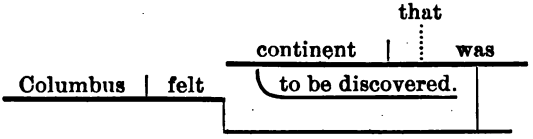
To have been has the construction of an adjective. *Love* is in the nominative case, agreeing with ***passion.***

38.



Under the circumstances is used independently.

39.



Felt means ***believed.*** ***Was*** is a complete verb here, meaning ***existence.***

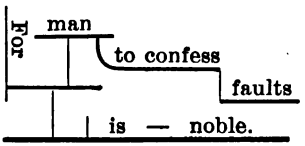
40.



It is difficult to decide whether the infinitive in this sentence has the construction of an adverb, or of an adjective in the predicate.

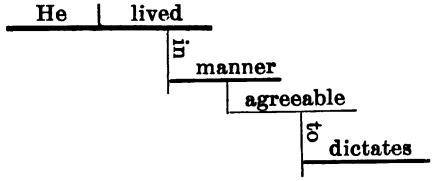
Of is part of the verb.

41.

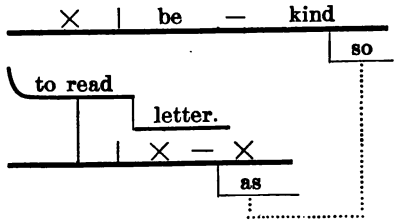


1. We should not be totally overcome by present events.

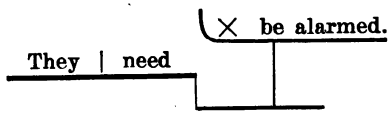
2. He lived in a manner agreeable to the dictates of reason and religion.



3. Be so kind as to read this letter (is kind).



4.

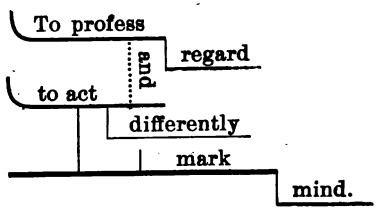


PAGE 286.

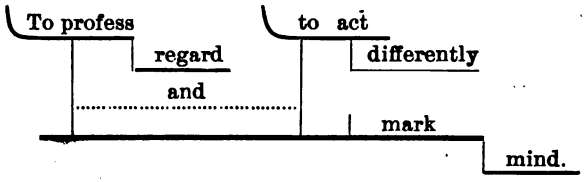
6. *Only* modifies the phrase *in the bosom.* *It* should be supplied before *will.*

To profess regard and to act differently mark a base mind.

7.

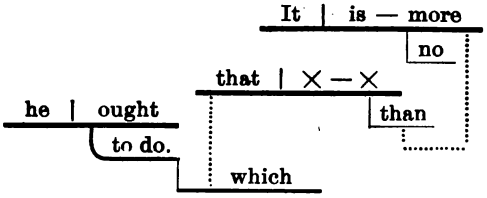


Some would prefer the following diagram:

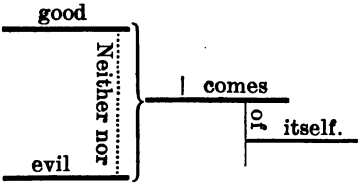


8. He was a teacher, but he is now a lawyer.
9. It is no more than what he ought to do.

Use *than* after the comparative degree.

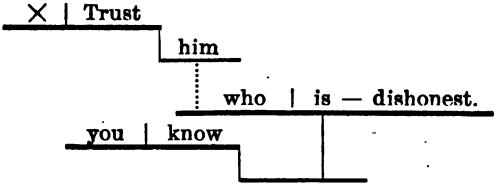


10. Neither good nor evil comes of itself.

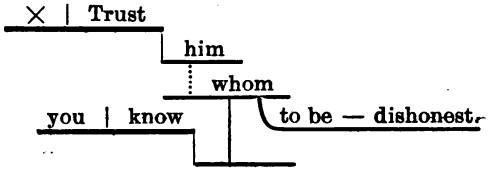


Neither and ***nor*** are taken together as one conjunction.

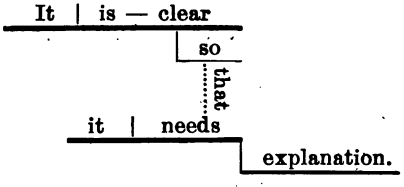
11. Trust not him who you know is dishonest.



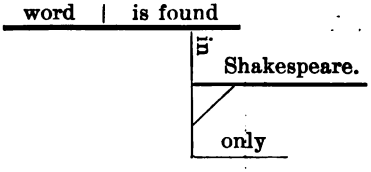
12. Trust not him whom you know to be dishonest.



13. It is so clear that it needs no explanation.



14. This word is found only in Shakespeare.



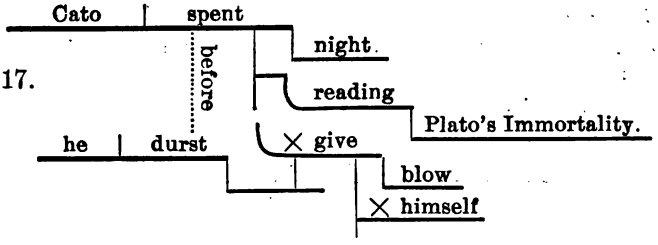
15. There are oak trees and walnut trees in that grove; on the former are acorns, and on the latter are walnuts.

The diagram is not difficult.

16. An oak tree and a walnut tree are standing on the hill; the one bears acorns, and the other bears walnuts.

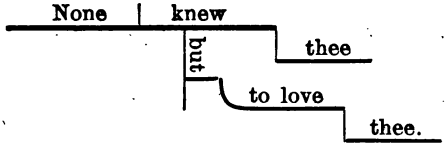
When *the one* and *the other* are used as demonstratives, *the one* refers to the first mentioned, and *the other* to the last mentioned.

17.

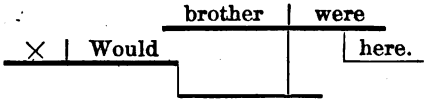


Durst is an old form of ***dared.*** ***In*** is understood before ***reading.***

18.

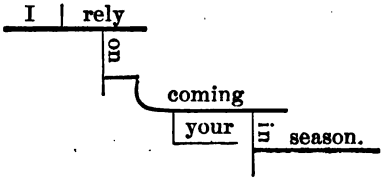


19. Somebody told me, but I forget who (told me).
Me is the object of ***to*** understood.
Told is a transitive verb, but its object is not expressed.
20. Would that my brother were here.



Would, in this sentence, is a transitive verb, meaning ***wish.***
Were is subjunctive past, denoting present time.

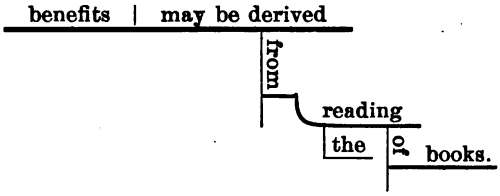
21.



22. We learned that the air is composed of two gases.

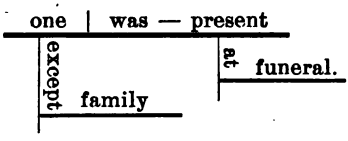
23. Great benefits may be derived from the reading of good books.

The and *of* may both be omitted.



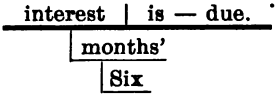
24. A fondness for display is, of all follies, the most ridiculous.

25. No one except the immediate family was present at the funeral.

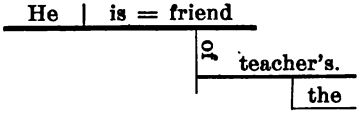


I believe ***present*** is an adjective in this sentence, because ***at the funeral*** is the adverb of place. In "He was present," many will call ***present*** an adverb.

26. Six months' interest is due.



27.

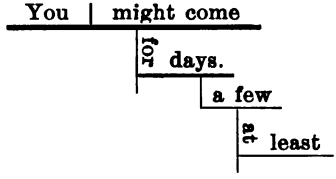


This sentence is correct, and ***teacher's*** is in the objec-

tive case. "He is a friend of the teacher" means nearly the same, and is preferred by many.

If I wanted to convey the idea that this was one of the teacher's *many* friends, I would use ***teacher's***; but if I wanted to convey the idea that this was probably his *only* friend, I would use ***teacher.*** (See last part of page 248.)

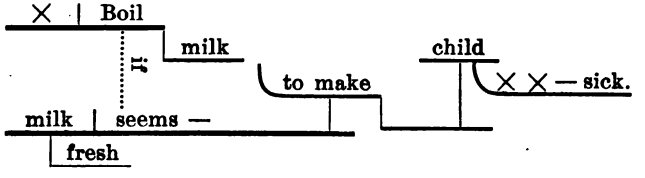
28. You might come for at least a few days.



At least is an inseparable phrase.

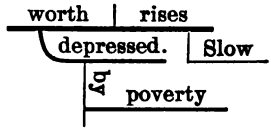
29. Here is a basket of fresh eggs.

30. Boil the milk, if fresh milk seems to make the child sick.



To make has the construction of an adjective.

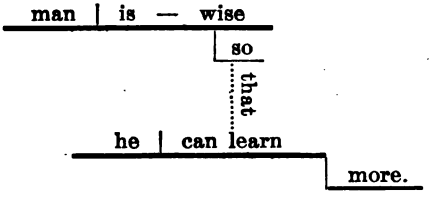
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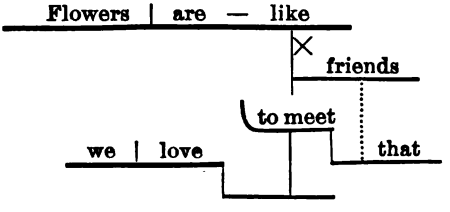
Slow is an adverb, used by poetic license for ***slowly.***

PAGE 287.

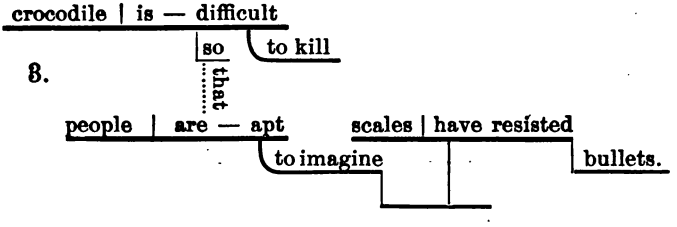
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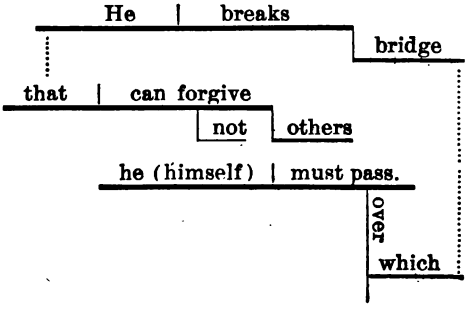
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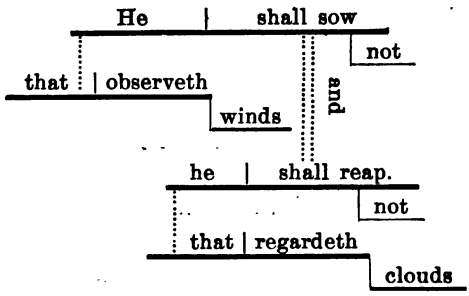
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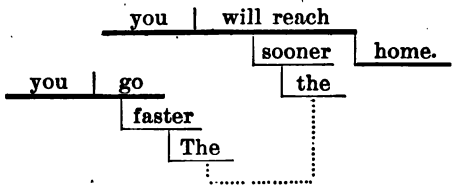
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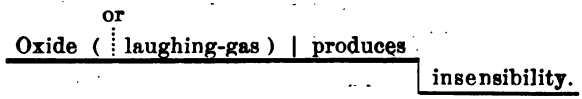
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6.

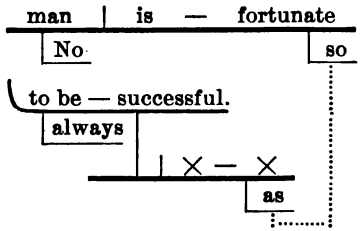


7.



Or is not a connective in this sentence.

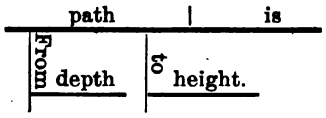
8.



No man is so fortunate as always to be successful (is fortunate).

9. We know that which we are, but we know not that which we may be.

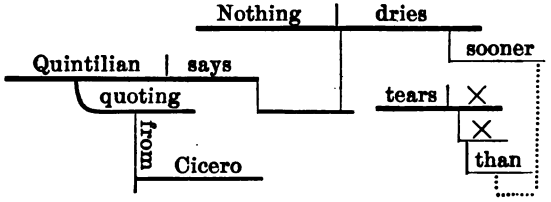
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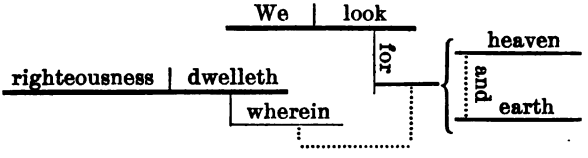
From this diagram, the meaning of the sentence is "A path from the lowest depths to the loftiest heights exists." If the meaning is "A path extends from the lowest depths to the loftiest heights," the phrases should modify *is.*

There is simply an expletive.

11.



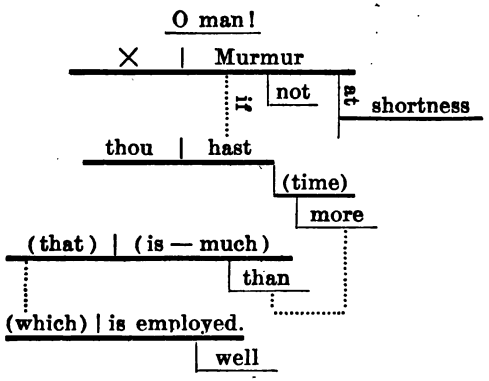
12.



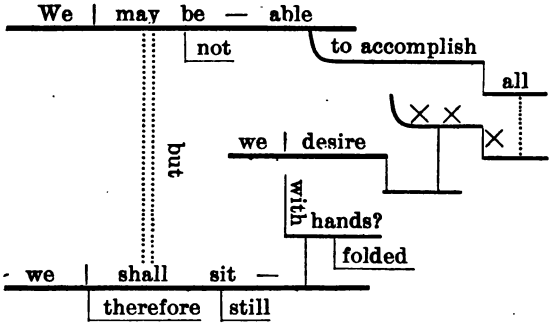
Wherein is a relative adverb.

Look for may be taken together, meaning *expect.*

13.



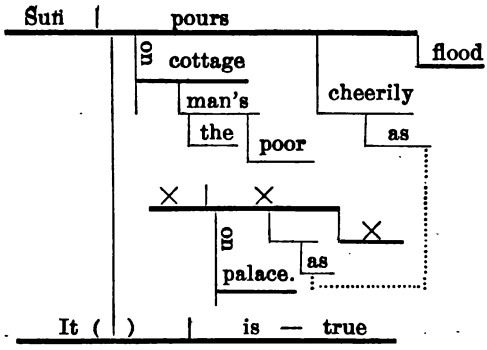
14.



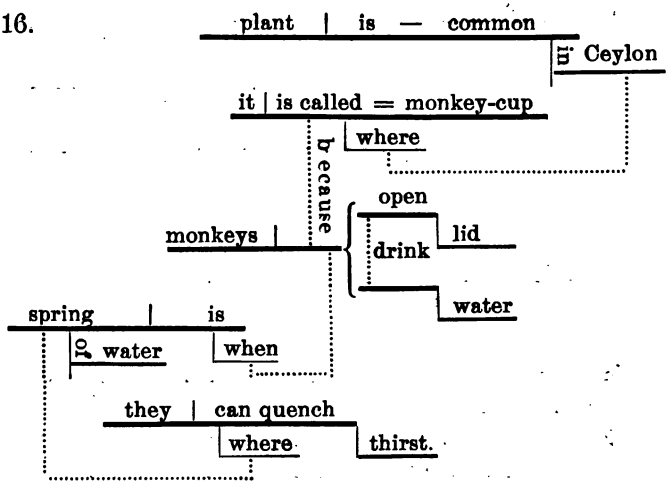
We may not be able to accomplish all that we desire to accomplish, etc.

With folded hands is an adjective phrase, expressing the condition of ***we;*** it does not express the manner of sitting.

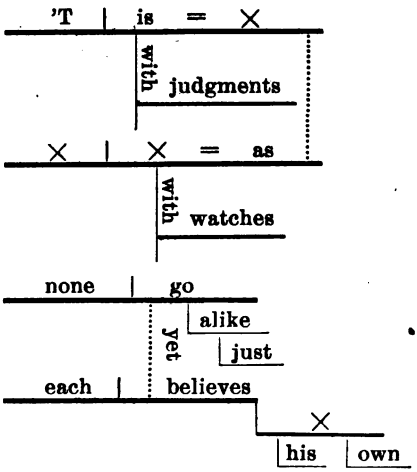
15.


Sun
pours
on
cottage
flood
man's
cheerily
the
poor
as
X
X
X
on
palace.
as
It ()
is — true

16.


plant
is — common
in Ceylon
it
is called = monkey-cup
where
because
open
monkeys
drink
lid
water
spring
is
on water
when
they
can quench
where
thirst.

17.



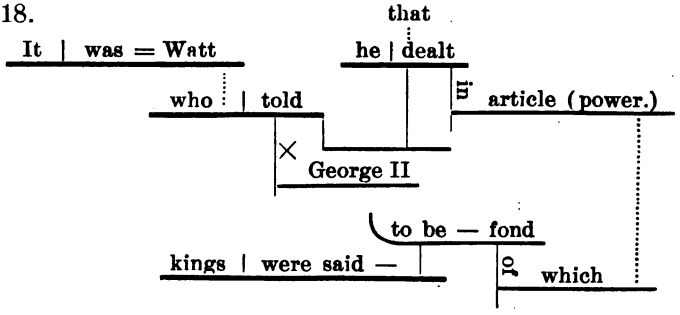
It is the same (thing) with our judgments as it is with our watches.

As is a relative pronoun.

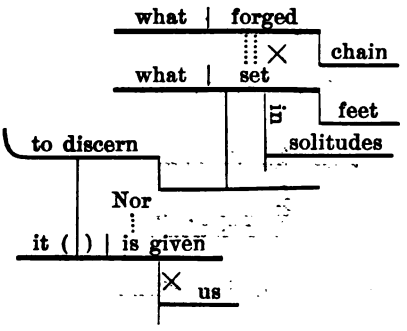
A connective might be supplied between the two complex sentences.

His can be disposed of as an adjective pronoun, the object of ***believes.***

18.



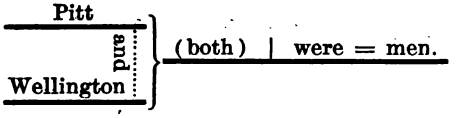
19.



I have diagrammed *what* as an interrogative pronoun, but it may be a double relative, equivalent to *that which.*

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20.

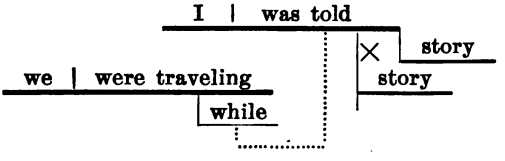


Some would call *both* an adjective, modifying *Pitt* and *Wellington.*

By supplying the words understood, the remainder of the sentence is not difficult. "The former was great in peace, and the latter was great in war." *Former* and *latter* are adjective pronouns.

21. *Tricks* is the direct object of the verb, and *dog* is the object of a preposition (*to*) understood.

22.

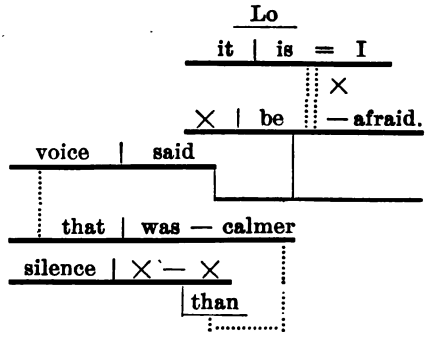


Story is located twice in the diagram because there is a

difference of opinion about its construction. Some consider it the object of the passive verb (see paragraph 7, page 243), some consider it the object of a preposition understood, but most authors say nothing about it.

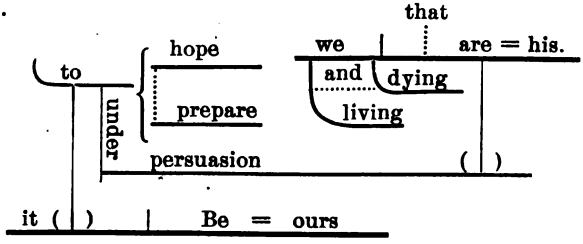
23. In this sentence, ***sum*** has the same construction as ***story*** in the preceding sentence.

24.



The compound clause used as the object of ***said*** may be complex: "Be not afraid, because it is I."

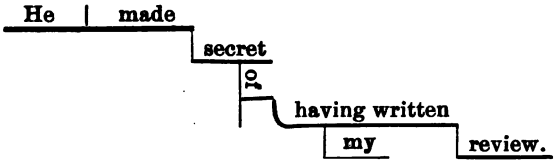
25.



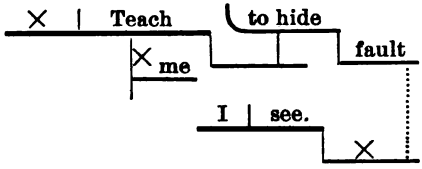
His and ***ours*** are possessive pronouns in the nominative case. Some would supply nouns for the predicates, and make ***his*** and ***our*** personal pronouns in the possessive case.

Be is in the imperative, third person. Some may claim that the complete expression is "Let it be ours," making ***it*** objective and ***be*** an infinitive. How will such dispose of "Be he who he may"?

26.



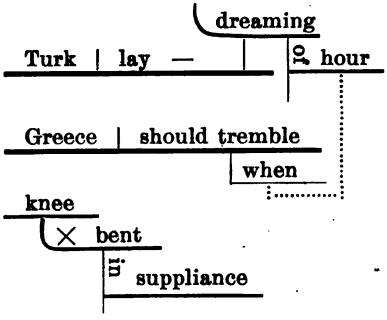
27.



28. ***Was lost sight of*** is a compound verb, in the passive voice.

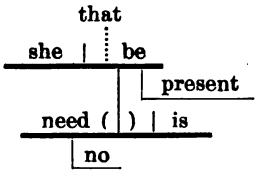
29. ***To trespass*** has the construction of an adverb (of specification), modifying ***are forbidden.***

30.



Knee is in the nominative case absolute.

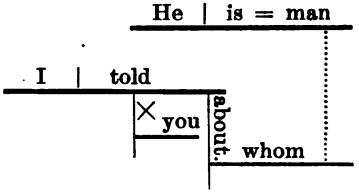
31.



1. Correct.

The prepositional phrase, ***but him and me,*** modifies ***all.***

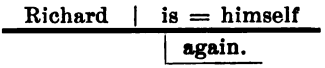
2.



3. They came just behind father and me.

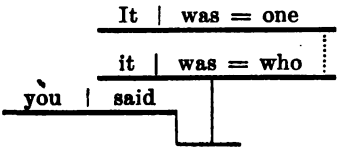
Behind is a preposition. ***Just*** modifies ***behind.***

4.

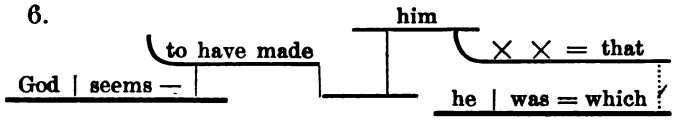


Do not get the idea that ***himself,*** because it contains the objective form ***him,*** is always in the objective case.

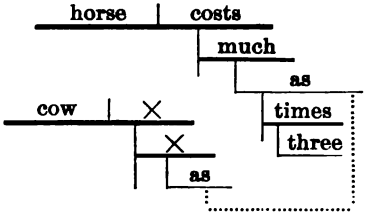
5. It was the one who you said it was.



6.

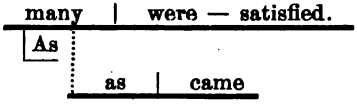


7.



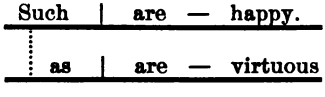
Costs is an intransitive verb (it can not be made passive), and ***much*** is in the objective case without a governing word. Supply ***money,*** if you prefer. ***Times*** is in the objective case without a governing word.

8.

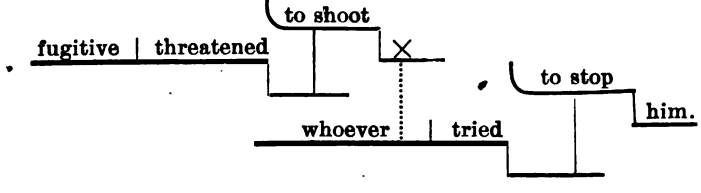


Were satisfied can be a passive verb. The second ***as*** is a relative pronoun.

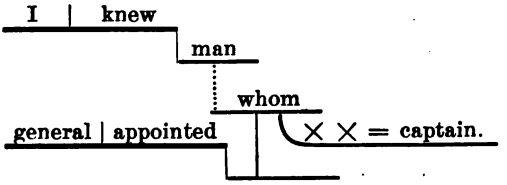
9.



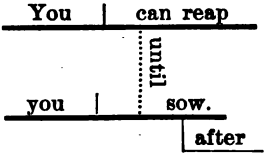
10. The fugitive threatened to shoot whoever tried to stop him.



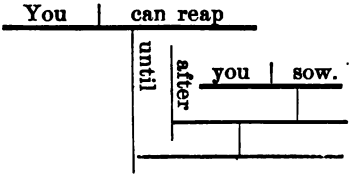
11.



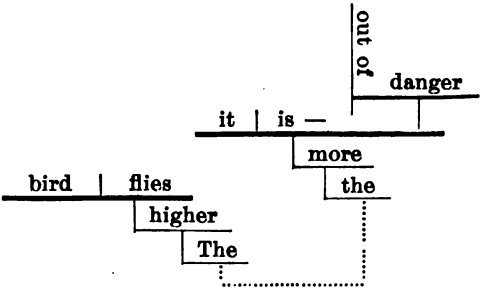
12.



As *until* and *after* may both be prepositions, the following diagram may be used:



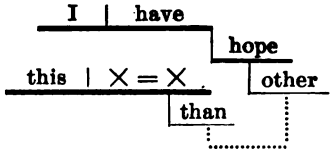
13.



More may modify the phrase ***out of danger.***

14. Of all Roman orators Cicero is most renowned.

15. I have no other hope than this (is hope).



16. A whole month has passed since you arrived.

Since is either a conjunctive adverb or a preposition.

17. This is correct, because some part of this year still remains. (See paragraph 10, page 264.)

18. The Ohio was very high last month.



